DOCUMENT RESUME

ED 177 799 EC 121 234

TITLE Annual Program Plan Amendment for Part B (P.L. 94-142) Fiscal Year 1980: Draft.
INSTITUTION South Carolina State Dept. of Education, Columbia.
PUB DATE 79
NOTE 105p.; See EC 121 233 for material incorporated by reference.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Adapted Physical Education; *Educational Objectives; Educational Policy; Educational Resources; Federal Aid; *Federal Legislation; *Handicapped Children; Identification; Inservice Teacher Education; Mainstreaming; *State Programs
IDENTIFIERS *Education for All Handicapped Children Act; *South Carolina

ABSTRACT

The document presents the draft of the state of South Carolina's amended annual program plan for the fiscal year 1980, which describes how South Carolina plans to comply with the regulations mandated by the Education for All Handicapped Children Act (P.L. 94-142). Information is provided regarding how the 1980 annual program plan was made public. Estimates of the programs, services, activities, and resources that are to be provided during the 1979-80 school year from state funds are provided, along with the percentage of funds to be expended. Each type of identification activity to be carried out is reviewed, along with resources, funds to be expended, and expected outcomes. Timelines are also provided. The state's comprehensive system of personnel development is also described, along with programs having to do with implementation of the least restrictive environment, physical education for handicapped pupils, and development of effective inservice training for regular educators. The Services for the Handicapped Through Associated Regional Effort (SHARE) program is also considered. (ILS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED177799

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

EC

FISCAL YEAR 1980

ANNUAL PROGRAM PLAN AMENDMENT

FOR PART B (P. L. 94-142)

DRAFT

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

E. L. Knight

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Charlie G. Williams, State Superintendent
South Carolina Department of Education
Columbia, South Carolina

EC 121234

TABLE OF CONTENTS

	Page
Submission Statement	B- 1
I. Public Notice and Opportunity to Comment	B- 7
II. Policy on Priorities	B-16
III. Child Identification	B-21
IV. Comprehensive System of Personnel Development. .	B-32
Description of Use of Part B Funds.	B-72

FY 1978-79 Annual Program Plan Components. The following items from this State's FY 1978-79 Annual Program Plan under Part B are hereby incorporated by reference.

II. RIGHT TO EDUCATION POLICY STATEMENT (121a.121)

This information is incorporated by reference from the FY 1979 State Plan and can be found on pages A-6 through A-10 and Attachments 18 and 19.

III. FULL EDUCATION OPPORTUNITY GOAL (TIMELINES AND AGES) (121a.122-121a.123)

The goal statement is incorporated by reference from the FY 1979 State Plan and can be found on page A-11.

The information on timelines and ages is incorporated by reference from the FY 1979 State Plan and can be found on pages A-11 through A-14.

V. CHILD IDENTIFICATION (121a.128)

A. Policies and Procedures

The policies and procedures are incorporated by reference from the FY 1979 State Plan and may be found on page A-25 and pages A-34 through A-36b.

VI. INDIVIDUALIZED EDUCATION PROGRAM (121a.130)

This information is incorporated by reference from the FY 1979 State Plan and can be found on pages A-37 through A-46.

VII. PROCEDURAL SAFEGUARDS (121a.132)

This information is incorporated by reference from the FY 1979 State Plan and can be found on pages A-47 through A-52 and Attachment #2.

VIII. LEAST RESTRICTIVE ENVIRONMENT (121a.133)

This information is incorporated by reference from the FY 1979 State Plan and can be found on pages A-53 through A-59a.

IX. PROTECTION IN EVALUATION PROCEDURES (121a.133)

This information is incorporated by reference from the FY 1979 State Plan and can be found on pages A-60 through A-61 and Attachment #3.

XI. PARTICIPATION OF PRIVATE SCHOOL CHILDREN (121a.450-460)

This information is incorporated by reference from the FY 1979 State Plan and can be found on pages A-95 through A-101a.

XII. PLACEMENT IN PRIVATE SCHOOLS (121a.400-403)

This information is incorporated by reference from the FY 1979 State Plan and can be found on pages A-102 through A-110.

XIII. RECOVERY OF FUNDS FOR MISCLASSIFIED CHILDREN (121a.141)

This information is incorporated by reference from the FY 1979 State Plan and can be found on pages A-111 through A-124.

XIV. HEARING ON LEA APPLICATION (121a.144)

This information is incorporated by reference from the FY 1979 State Plan and can be found on pages A-125 through A-141.

XV. ANNUAL EVALUATION (121a.146)

This information is incorporated by reference from the FY 1979 State Plan and can be found on pages A-142 through A-156.

XVI. ADDITIONAL REQUIREMENTS

A. Responsibility of SEA for All Educational Programs (121a.134)

This information is incorporated by reference from the FY 1979 State Plan and can be found on pages A-157 through A-158.

B. Monitoring Procedures (121a.135)

This information is incorporated by reference from the FY 1979 State Plan and can be found on pages A-158 through A-164c and Attachment #5.

C. Adoption of Complaint Procedures (121a.602)

This information is incorporated by reference from the FY 1979 State Plan and can be found on pages A-165 through A-177.

D. Policies and Procedures for Use of Part B Funds (121a.148)

This information is incorporated by reference from the FY 1979 State Plan and can be found on pages A-178 through A-185.

E. Nondiscrimination and Employment of Handicapped Individuals (121a.150)

This information is incorporated by reference from the FY 1979 State Plan and can be found on pages A-186 through A-187.

F. Additional Information if SEA Provides Direct Services (121a.151)

This information is incorporated by reference from the FY 1979 State Plan and can be found on pages A-188 through A-188b.

G. Implementation Procedures of SEA (121a.136)

This information is incorporated by reference from the FY 1979 State Plan and can be found on page A-51 and pages A-143 through A-156.

XVII. CONFIDENTIALITY OF PERSONALLY IDENTIFIABLE INFORMATION (121a.129)

This information is incorporated by reference from the FY 1979 State Plan and can be found in Attachment #1. Additions to this information are provided below:

1. Representatives of the parents have the right to inspect and review records following written authorization by the parents.

2. Upon receipt of a written/oral request from parents to inspect or review records, the LEA/agency must comply with the request prior to any meeting regarding an individualized education program or hearing relating to the identification, evaluation or placement of the child.

3. An LEA/agency may presume that the parent has the authority to inspect and review records relating to his or her child unless the agency has been advised, through written documentation, that the parent does not have the authority under State law governing such matters as guardianship, separation or divorce.

4. The record of access must include the date access was given.

5. Parents have the right to (1) review and inspect only the information relating to their child, or (2) be informed of that specific information.

6. An LEA/agency may not charge a fee to search for and retrieve information within LEA purview.

7. An educational agency or institution may not release information from educational records without parent consent to any agency other than those authorized in Section 438 (b)(1)(A)(B)(C) of the General Education Provisions Act, as amended. (Reference Appendix #1, Section II, B, pages 5 and 6).

8. When a parent refuses to provide consent for the release of information, the procedures for requesting a hearing as described in Section III, A and B, pages 7-9 of this part may be invoked.

9. An LEA/agency shall require a current listing of the names and positions of those employees within the LEA/agency who may have access to personally identifiable information.

10. Personally identifiable information must be destroyed at the request of parents (except that the student's name, address, phone number, grades, attendance record, classes attended, grade level completed and year completed may be maintained without time limitation).

11. A public agency shall inform parents when personally identifiable information collected, maintained or used, is no longer needed to provide educational services to the child.

SUBMISSION STATEMENT
(FY-1980 ANNUAL PROGRAM PLAN UNDER PART B AND P.L. 89-313)

A. I, the undersigned authorized official of the State Educational Agency of South Carolina, hereby submit the following Annual Program Plan for Fiscal Year 1980 under Part B of the Education of the Handicapped Act, as amended by Public Law 94-142:

FY-1978/79 Annual Program Plan Components. The following items from this State's FY-1978/79 Annual Program Plans under Part B are hereby incorporated by reference:**

Item	Source Fiscal Year and Page Number
Submission Statement	
I. Public Notice and Opportunity for Comment	
(a) Availability of proposed plan	
(b) Opportunity for comment	
(c) Revisions (Procedures for Handling)	
(d) Availability of approved plan	
II. Right to Education Policy Statement	FY 1979 Pages A-6 through A-10 and Attachments 18 and 19
III. Full Educational Opportunities Goal and Timelines:	
(a) Goal Statement	
(b) Times and ages for free appropriate public education	FY 1979 Pages A-11 through A-14
IV. Policy on Priorities	
V. Child Identification	
(a) Policies and Procedures	FY 1979 Page A-25 and Pages A-34 through A-36b

**NOTE: In your State's submission statement, list only those items which are still in effect in the State and are being incorporated by reference. Indicate the pages where these items can be found in your previous plans. Material submitted prior to FY-1978 may also be incorporated into this plan. Include all the material which you incorporate by reference as an appendix in one copy of the FY-1980 Annual Program Plan.

Should your State choose not to incorporate by reference, please submit a full description of policies and/or procedures for items I through XVII in Part A above.

Item		Source Fiscal Year and Page Number
VI.	Individualized Education Program	FY 1979 Pages A-37 through A-46
VII.	Procedural Safeguards	FY 1979 Pages A-47 through A-52 and Attachment #2
VIII.	Least Restrictive Environment	
	(a) Procedures	FY 1979 Pages A-53 through A-59a
IX.	Protection in Evaluation Procedures	FY 1979 Pages A-60 through A-61 and Attachment #3
X.	Comprehensive System of Personnel Development	
XI.	Participation of Private School Children	FY 1979 Pages A-95 through A-101a
XII.	Placement in Private Schools	FY 1979 Pages A-102 through A-110
XIII.	Recovery of Funds for Misclassified Children	FY 1979 Pages A-111 through A-124
XIV.	Hearing on LEA Application	FY 1979 Pages A-125 through A-141
XV.	Annual Evaluation	FY 1979 Pages A-142 through A-156
XVI.	Additional Requirements	
	A. Responsibility of SEA for All Educational Programs	FY 1979 Pages A-157 through A-158
	B. Monitoring Procedures	FY 1979 Pages A-158 through A-164c and Attachment #5
	C. Adoption of Complaint Procedures	FY 1979 Pages A-165 through A-177
	D. Policies and Procedures for Use of Part B Funds	FY 1979 Pages A-178 through A-185
	E. Nondiscrimination and Employment of Handicapped Individuals	FY 1979 Pages A-186 through A-187
	F. Additional Information if SEA Provides Direct Services	FY 1979 Pages A-188 through A-188b
	G. Implementation Procedures--SEA	FY 1979 Page A-51 and Pages A-143 through A-156
XVII.	Confidentiality of Personally Identifiable Information	FY 1979 Attachment 1

B. Additional Requirements for FY-1980. Attached herewith are the additional procedures and other information necessary to meet the Part B Annual Program Plan requirements by this State for FY-1980.

C. Certifications. I certify (1) that this plan has been adopted by the State educational agency and is the basis for the operation and administration of the activities to be carried out in this State under Part B, and (2) that this State is meeting all of the applicable requirements of Part B of the Education of the Handicapped Act, as amended by P.L. 94-142, and the regulations implementing the Act. (45 CFR Part 121a.)

D. Compliance with Section 504. The programs assisted under Part B of the Act and P.L. 89-313 will be operated in compliance with Section 504 of the Rehabilitation Act of 1973 and its implementing regulations, Title 45 of the Code of Federal Regulations, Part 84 (Nondiscrimination on the Basis of Handicap in Programs and Activities Receiving or Benefiting from Federal Financial Assistance). The State may incorporate this assurance by reference if it has already been filed with the Department of Health, Education and Welfare.

E. Data Requirements. The data requirements in sections 121a.124, 121a.125, 121a.126, and 121a.127 of the Part B regulations will be submitted in the FY-1980 fiscal/performance report.

_____
DATE

_____
Signature of Chief State School Officer or person authorized to submit this plan

Charlie G. Williams, State Superintendent
Typed Name and Title

_____
Date Received in BEH

FISCAL YEAR 1980
ANNUAL PROGRAM PLAN
FOR P.L. 89-313, AS AMENDMENT TO
TITLE I, ESEA, AS AMENDED BY P.L. 93-380

P.L. 89-313 ASSURANCES

The South Carolina Department of Education (official name of the State educational agency) submits the following Assurance (in accordance with §116b.10 of the Rules and Regulations for State Operated Programs for Handicapped Children), and incorporates by reference the Title I Annual Program Plan for FY-1980 in accordance with the General Education Provisions Act.

ASSURANCE

The funds allocated to State and local agencies will be used in accordance with the terms of approved applications to meet the special educational needs of:

> Children in schools operated or supported by State agencies directly responsible for the free public education of handicapped children and children who have left such schools and are participating in programs in local educational agencies as provided by Section 121 of the Act.

The project descriptions required for each project funded under this program will be submitted as part of the financial/performance report submitted for FY-1980 funds.

Date

Signature of Chief State School Officer
or person authorized to submit this plan

Charlie G. Williams, State Superintendent
Typed Name and Title

Date Received in BEH

Please attach a copy of the Title I, ESEA Monitoring and Enforcement Plan for State Operated and State Supported Schools.

I. MONITORING

HANDICAPPED CHILDREN

A. Regular Monitoring Visits by SEA Personnel to Title I Projects

1. Frequency of Visits

(a)	Total number of participating State schools	3
(b)	Total number of schools in which LEAs provide services for handicapped children who transferred from State and local programs	17
(c)	Number of schools to be visited	
	(1) Each year	1
	(2) Every second year	2

2. Selection of Schools to be Visited

The State school receiving the largest Title I grant will be monitored each year. The two remaining State schools will be monitored every second year.

Programs serving children who transferred from State to local programs provided by Local Educational Agencies will be visited in accordance with the LEAs monitoring schedule described in the South Carolina Department of Education's Monitoring and Enforcement Plan for Local Educational Agencies, which ensures that each LEA will be visited not less often than every two years.

B. Purpose and Scope

Each Title I project visited by the SEA staff will be reviewed for compliance with all applicable Title I requirements, conformity with the approved applications, and evidence of effectiveness including but not limited to a review of evaluation reports. Copies of the SEA's checklists for on-site reviews of Title I projects are enclosed.

C. Monitoring Reports

1. Issuance

Within 30 days after a project has been visited, the SEA will issue its monitoring report to the agency conducting the project. That agency will be given 30 days from the date the report is issued to respond to the monitoring report, specifying actions that have been taken to correct cited non-compliance areas.

2. Availability

As soon as the agency conducting the project receives the report it will be considered as public information in accordance with Section 126(c) of Title I.

3. Corrective Action

In accordance with Title I and the relevant regulations, the SEA will use one or more of the following methods to insure corrective action or prompt response to a monitoring report.

(a) Follow-up visits by SEA staff to determine whether the agency is taking the required corrective action or to expedite the agency's response to a monitoring report.

(b) Compliance agreements under Section 169(c) of Title I.

(c) Withholding of Title I funds under Section 169(a) of Title I.

(d) The SEA's authority to disapprove projects under Section 164 of Title I.

PART II: INSTRUCTIONAL ACTIVITIES

NAME OF ACTIVITY _____

_____	$_____	$_____
Age Span of Activity	Amount Approved for Supplies	Amount Approved for Equipment

No. of Teachers ___ No. of Aides ___ No. of Other Positions ___
Identify:

___ _____
___ _____
___ _____
___ _____

Schools Visited	Name of Title I Employee Interviewed	Position of Title I Employee Interviewed

	YES	NO
1. The activity is being conducted consistent with the project descriptions. P. L. 95-561, Part A, Section 124(a), Section 126(a)(b)(c), Part B, Section 146 and Section 147		
COMMENTS:		
2. The activity is serving an appropriate number of eligible students. P. L. 95-561, Part B, Section 147		
a. Children being served were enrolled in the previous year's State funded program		
b. Children being served were not enrolled in the previous year's State funded program but are being served on a space available basis		
c. All children being served are twenty-one years of age or less		
d. All children being served have an IEP		
COMMENTS:		
3. The personnel conducting the activity have an adequate understanding of Title I -- its purposes and goals especially as related to this activity. P. L. 95-561, Part A, Section 124 (a) and Section 133, Part B, Section 147		
COMMENTS:		
4. The activity personnel paid with Title I funds are performing duties as outlined in the project descriptions. P. L. 95-561, Part A, Section 124, Part B, Section 147		
a. Activity personnel have a copy of the activity or have seen a copy of the activity or have been involved in an in-service session at which the activity was discussed. Each understands the organization of the activity which creates the position he or she fills		

	YES	NO
b. Activity personnel understand their:		
(1) Job description		
(2) Location by Assignment Based on Location of Children Most in Need of Special Assistance		
c. All activity personnel have been informed of their specific job responsibilities as set forth in this approved activity		
d. The following personnel employed through the Title I project are dealing solely with the specific services as set forth in the approved project application:		
(1) Teachers		
(2) Aides		
(3) Supervisors		
(4) Clerical		
(5) Other (Specify): _____		
e. Non-instructional duties for Title I funded personnel are limited, rotating, supervisory duties only. Such duties include only those to which similarly situated personnel not paid with Title I funds are assigned at the same school site. The amount of time is limited to no more than 10 percent of total time		

COMMENTS:

5. The number and selection of students participating in the activity are consistent with the project description. P. L. 95-561, Part A, Section 124(a), Part B, Section 147 and Section 148

(1)	(2) Teacher	(3) Aide	(4) Class Length	(5) No. Classes Students Attend Per Week	(6) Maximum No. Students Per Class	(7) Place of Instruction
Special Class						
Alternate						
Laboratory						
Floating Teacher						
Tutor						
Other (Name)						

	YES	NO
a. The following items are consistent with the approved project application as described above:		
(1) Instructional Approach		
(2) Teachers Employed		
(3) Aides Employed		
(4) Length of Class		
(5) Number of Classes Students Attend Per Week		
(6) Maximum Number of Students Per Class		
(7) Place of Instruction		
b. Teachers have available a copy of their schedule including the names of students taught each period		
c. Class rolls confirm student eligibility and number as determined in the student selection procedure		
d. From the approved project application enter and verify the following information:		
(1) Diagnostic tests		
(a) Name of Diagnostic Test _____		
(b) How the results will be used _____		
(2) Procedures for grouping		
(a) By Achievement _____		
(b) By Grade Level _____		
(c) By Achievement and Grade Level _____		
(d) By Skill Needs _____		

	YES	NO
(3) Scheduling (a) How time scheduled for the class will be used _____ _____ _____		
(4) Coordination of Title I and regular programs (a) How diagnostic information shared _____ _____ (b) How progress will be reviewed jointly _____ _____		
(5) Format of classroom instruction (a) Who provides the instruction _____ _____ (b) Kinds of materials and equipment used _____ _____		
COMMENTS:		
6. An evaluation strategy has been implemented consistent with project description. P. L. 95-561, Part A, Section 124(g), Part B, Section 147		
a. Pre-testing has been completed as specified		
b. Posttesting is scheduled, as specified		
COMMENTS:		
7. An appropriate in-service training component is being implemented in relation to the activity. Aides and teachers were provided pre-service training. P. L. 95-561, Part A, Section 124(a)(L), Part B, Section 147		
a. Joint in-service for teachers and aides has been provided		
b. The in-service training provided for personnel funded by this activity is directly related to the services in which they are engaged in the implementation of the approved activity		

	YES	NO
COMMENTS:		
8. Supplies and equipment requested in the project description are available and are in use. P. L. 95-561, Part A, Section 124(a), Section 126(a)(b)(c), Part B, Section 147		
a. Personnel funded by the Title I activity share equally with all other personnel in supplies, materials, and equipment provided from State and local funds		
b. Supplies approved for this activity are available and in use		
c. Equipment approved for this activity are available and in use		
d. All equipment items are identified as Title I purchases		
COMMENTS:		

PART III: SUPPORTIVE SERVICES

NAME OF SERVICE _____

PERSONNEL APPROVED _____

SUPPLIES APPROVED _____

EQUIPMENT APPROVED _____

	YES	NO
1. The supportive services are being conducted consistent with the project description. P. L. 95-561, Part A, Section 124 (a)(b), Part B, Section 147		
a. The number of students served is consistent with the project application		
b. The service is being conducted as written in the approved application		
COMMENTS:		
2. The service being implemented is related to an educational need and supports an instructional activity or objective. P. L. 95-561, Part A, Section 124(a)(b), Part B, Section 147		
COMMENTS:		
3. The number and selection of students participating is consistent with the project description. P. L. 95-561, Part B, Sections 146 and 147		
a. Personnel have lists of all children enrolled in Title I instructional activities		
b. Expenditures of funds for medical services or clothing are limited to economically deprived students		

	YES	NO
c. Economically deprived children are identified in the manner described in the approved project		
COMMENTS:		
4. An attempt is being made to seek assistance of other agencies in the provision of this supportive service where the type service is of a welfare nature. P. L. 95-561, Part A, Section 124 (f)(1) and (2), Part B, Section 147		
COMMENTS:		
5. Coordination with other public and private agencies as described on Page 6a is incorporated in the actual practice of this activity. P. L. 95-561, Part A, Section 124(f)(1)(2)		
COMMENTS:		
6. Supplies and equipment requested in the project description are available and are in use. P. L. 95-561, Part A, Section 124(a), Part B, Section 147		
COMMENTS:		
7. The personnel employed through this supportive service are dealing solely with the specific services set forth in the approved project application. P. L. 95-561, Part A, Section 124(a) and 127(a), Part B, Section 147		
COMMENTS:		

VISITATION REVIEW FY ____

AGENCY _____

PROJECT NO. _____

COORDINATOR _____

DATE OF REVIEW _____

REVIEWER _____

PROJECT APPROVED IN THE AMOUNT OF $ _____

PART I: PROJECT ADMINISTRATION

	YES	NO
1. Equipment inventory is properly recorded commensurate with the requirements of regulations. General Provisions 100b.215(d) and P. L. 95-561, Part A, Section 127(b), Part B, Section 147 (a), Part F, Section 198(a)(8)		
a. An organized system of record keeping for equipment inventory is in place		
b. Records are current and up to date		
c. Equipment is being utilized in the current Title I program		
d. Reviewer was able to select one or more items of equipment from the inventory and follow the equipment item to its place in a classroom		
e. Equipment items in individual classrooms are appropriately labeled		
COMMENTS:		
2. Agency meets the eligibility requirements to receive Title I funding. P. L. 95-561, Part B, Section 146(a)		
a. State statute is on file to support the State Agency's eligibility		
b. Documentation is available to substantiate that a basic education program is provided for all children receiving Title I services		

	YES	NO
6. The agency has established a meaningful dissemination of information practice. P. L. 95-561, Part A, Section 124 (h), Part B, Section 147		
a. Dissemination of information is being carried out as approved in the Title I project application		
b. Materials illustrating dissemination techniques are available		
c. Plan includes the procedures used by the agency for acquiring and disseminating to teachers and administrators significant information derived from educational research, demonstrations, and exemplary activities and for considering for adoption such promising practices		

COMMENTS:

	YES	NO
7. Coordinator has available justification for all prorated salaries in terms of their services to Title I participants. P. L. 95-561, Part A, Section 127(a), Part B, Section 147		
a. Documentation to illustrate the special services provided to Title I students is available in the form of a log, a calendar, or time sheets		
b. Prorated personnel interviewed		

	Position	Name of Individual	Title I FTE
(1)			
(2)			
(3)			
(4)			
(5)			

COMMENTS:

	YES	NO
3. The agency has a valid documented needs assessment. P. L. 95-561, Part A, Section 124(b)(1)(2)(3), Part B Section 147		
a. Coordinator understands preparation of the Needs Assessment and has documentation of the data utilized available		
b. Coordinator can relate indications of the Needs Assessment to the approved project application		
COMMENTS:		
4. The agency has established a comprehensive planning program. P. L. 95-561, Part A, Section 124(c)(j), Part B, Section 147		
a. Reviewer can verify the application of the planning activities as described in the project application		
b. Teachers, principals, and related agencies have been actively involved in the planning of Title I programs		
c. Due consideration has been given to the inclusion of components to sustain achievement beyond the school year in which the programs conducted through such means, as summer programs, intermediate level programs and secondary level programs		
COMMENTS:		
5. Parent participation. P. L. 95-561, Part A, Section 124(j), Part B, Section 147		
a. Coordinator can illustrate how parents have been permitted to participate in the establishment of programs		
b. Documentation of the way in which parents have been informed of and permitted to make recommendations with respect to instructional goals of the Title I program is available		
c. Plan for informing parents of the progress of their children and opportunity to assist their children in achieving instructional goals		
COMMENTS:		

	YES	NO
8. Maintenance of Fiscal Effort. P. L. 95-561, Part A, Section 126(a)(1-3), Part B, Section 147 a. Audited figures are available and correspond to the figures on Page 1 of the project application COMMENTS:		
9. All personnel receiving in-service training under Title I have a direct responsibility to children in the approved Title I program. P. L. 95-561, Part A, Section 124(a)(1), Part B, Section 147(a) COMMENTS:		
10. All children receiving Title I services have been designated as having a handicapped condition. P. L. 95-561, Part B, Section 146, Section 602(1) of the Education of the Handicapped Act COMMENTS:		
11. Agency has on file documentation to substantiate the ADA count for Title I funding. P. L. 95-561, Part B, Section 146(b) COMMENTS:		
12. An evaluation report has been submitted to the SEA on the previous year's project application. P. L. 95-561, Part A, Section 124(g), Part B, Section 147 COMMENTS:		

	YES	NO
13. Coordination with other programs. P. L. 95-561, Part A, Section 124(f)(1)(2), Part B, Section 147		
a. Public and private agencies, organizations, or individuals involved in the development of the Title I project are identified		
b. Benefits and services available through the above are described		
c. The extent of the involvement of the above is identified and the extent of the continuing cooperation is described		
COMMENTS:		
14. Recordkeeping. P. L. 95-561, Part A, Section 127(a), Part B, Section 147		
A procedure is in place for retention of all pertinent documentation, e.g., needs assessment data		
COMMENTS:		
15. Complaint Resolution. P. L. 95-561, Part A, Section 128, Part B, Section 147		
Agency has on file procedures for the resolution of complaints made to that agency by parents, teachers, or other concerned organizations or individuals concerning violations of Title I and the General Provisions Act in connection with programs under this title which meet the requirements of these sections		
COMMENTS:		

	YES	NO
16. Children transferring from State to local program. P. L. 95-561, Part B, Section 146(c) The agency has supplied the SEA with the names of children who have transferred from its program to a local program		

COMMENTS:

STATE:

CERTIFICATION OF STATE ATTORNEY GENERAL
OR OTHER APPROPRIATE STATE LEGAL OFFICER

I hereby certify that:

1. The South Carolina Department of Education
Legal Name of State Education Agency

has authority under State law to submit this Annual Program Plan under Part B of the Education of the Handicapped Act, as amended by P.L. 94-142, and P.L. 89-313 and to administer or supervise the administration of the plan; and

2. All plan provisions are consistent with State law.

Date

Signature

Typed Name and Title of State Legal Officer

STATE:

GOVERNOR'S COMMENTS ON THE FY-1980
ANNUAL PROGRAM PLAN FOR PART B AND P.L. 89-313

Prior to the submission to the Office of Education of any State plan or an amendment to a State plan, a State agency must afford the Governor of the State an opportunity to comment on the relationship of the State plan or amendment to comprehensive and other State plans and programs. The Governor must have not less than 45 days to make such comments. Any comments, or, if the Governor makes no comments, a statement to that effect must be attached to the State plan.

I. PUBLIC NOTICE AND OPPORTUNITY FOR COMMENT (§121a.120)

A. Public Participation Activities

Provide information regarding how the 1980 Annual Program Plan was made public.

On May 30, 1979, the Office of Programs for the Handicapped conducted Regulation Input Team (RIT) Meetings in Spartanburg, Columbia, and Charleston. Participants represented a broad spectrum of persons interested in the education of handicapped children including Local Education Agency superintendents and coordinators of programs for the handicapped, other agencies representatives, parents, Advisory Council members and professional staff from institutions of higher education. The sessions were designed in the interest of acquiring diverse opinions prior to the final promulgation of the Annual Program Plan.

On July 23, 1979, three hundred fifty (350) draft copies of the Fiscal Year 1980 Annual Program Plan under Part B were disseminated to the following:

1. Superintendents of Local Education Agencies
2. Coordinators of Programs for the Handicapped in Local Education Agencies
3. Institutions of Higher Education
4. State Operated Programs
5. Advocacy Groups
6. Advisory Council
7. South Carolina State Library

In addition, copies will be available to individuals on a first come, first serve basis until such time that the supply has been exhausted.

The article below was submitted to the Department's Office of Public Information for state-wide distribution on July 23, 1979 to all daily, weekly, and bi-weekly newspapers published in South Carolina.

NEWS RELEASE TO PROVIDE NOTICE

OF PUBLIC HEARINGS

PROPOSED FY '80 PART B,

EHA STATE PLAN

COLUMBIA -- State Superintendent of Education, Charlie G. Williams, announced today that the South Carolina Department of Education has completed its proposed State Plan for 1980 which details procedures to be utilized to insure that all handicapped children have available to them a free appropriate public education and related services designed to meet their unique needs. Williams said persons interested in reviewing the Plan and making comments should attend one of the public hearings at the following times and locations:

CITY	DATE/TIME	LOCATION
Columbia	August 27, 1979 10:00 a.m. - 12:00 noon 7:00 p.m. - 9:00 p.m.	Richland #1 District Office (Conference Room) 1616 Richland Street Columbia, SC
Florence	August 27, 1979 10:00 a.m. - 12:00 noon 7:00 p.m. - 9:00 p.m.	West Florence High School (Auditorium) 221 N. Beltline Drive Florence, SC
Spartanburg	August 27, 1979 10:00 a.m. - 12:00 noon 7:00 p.m. - 9:00 p.m.	Spartanburg #7 District Office (Board Room) 610 Dupre Spartanburg, SC
Charleston	August 27, 1979 10:00 a.m. - 12:00 p.m. 7:00 p.m. - 9:00 p.m.	Charleston County District Office (Conference Room) 1170 Jenkins Avenue North Charleston, SC

The purpose of these hearings is to receive comments and suggestions on the proposed rules for consideration by the Department in preparing the Plan.

Handicapped persons whose modality of communication represents difficulty in participating in public hearings are invited to make input by appointment on the date specified above at the State Department of Education.

Individuals wishing to make comments should submit comments with reference to citations set forth in the State Plan to Mr. Robert S. Black, Director of the Office of Programs for the Handicapped, State Department of Education, 1429 Senate Street, Columbia, South Carolina no later than September 10, 1979. Comments should be on 8½" x 11" paper and should be of reasonable length.

The following timetable will be utilized in developing the final plan and submitting it to the Bureau of Education for the Handicapped:

Public Hearings	August 27, 1979
Comments from State Advisory Council on Programs for the Handicapped	August 30, 1979
Comments from public review due	September 10, 1979
Consideration and response to comments	September 17, 1979
Presentation of Annual Program Plan to State Board of Education	October 12, 1979
Presentation of Annual Program Plan to Chief State School Officer for signature	October 12, 1979

Transmission of Annual Program Plan to Attorney General and to the Office of the Governor	October 12, 1979
Transmission to the United States Office of Education contingent upon completion	October 22, 1979

II. POLICY ON PRIORITIES (§121a.127)

Programs, Services, and Activities

Estimate for each of the first two priority groups the programs, services, activities, and resources that are to be provided during the 1979-1980 school year from the State share of Part B funds. Estimate the percentage of funds to be expended, including any carry-over funds.

Introduction:

As Public Law 94-142 and subsequent regulations of the Department of Health, Education and Welfare require that all handicapped children shall have a free appropriate public education available to them by September 1, 1978, Priority I (unserved children) has been completed. Therefore, it no longer remains a priority per se. South Carolina currently possesses no known unserved handicapped children as defined within the age limits and definitions set forth by the Act. The activities and programs detailed below shall be carried out for the purpose of ensuring that no child, as defined, shall be unserved. In the event that child find activities and complaint investigation procedures reveal that there are unserved children, these children shall become South Carolina's first priority for service delivery.

The estimated percentages of the State's share of Part "B" funds are based on aggregates of the following:

Five percent (5%) of aggregate administrative funds and the amount retained by the State Education Agency set aside for direct services. Note: All other funds under Part "B" flow to local education agencies as entitlements.

1979-80 Programs, Services and Activities:

The amounts/percentages set forth below are estimates derived from the State's share of Part "B" funds allocated for the fulfillment of Priorities I and II.

1. The State Education Agency shall pay fifty percent (50%) of the cost of handicapped children placed in private programs for direct service delivery (the remaining fifty percent (50%) shall be paid with State and local funds).

   Priority I and/or II

   Estimated Percentage: 9.3%

2. The State Education Agency shall contract for definitive evaluations of handicapped children who possess impairments that are rare, unique, and beyond the capability of local education agency evaluation.

   Priority I and/or II

   Estimated Percentage: 4.2%

3. The State Education Agency shall contract for direct service delivery for severely handicapped children whose programs need strengthening.

   Priority II

   Estimated Percentage: 9%

4. The State Education Agency shall evaluate the effectiveness of memoranda of agreement with other agencies providing services to severely handicapped children.

   Priority II

   Estimated Percentage: 1%

5. The State Education Agency shall conduct three (3) inservice training efforts relative to the development and implementation of quality Individualized Education Programs for profoundly mentally handicapped children.
   Priority II
   Estimated Percentage: 2%
6. The State Education Agency shall, through its manpower and personnel preparation plan, review criteria for credentialing instructional personnel in the area of profoundly mentally handicapped.
   Priority II
   Estimated Percentage: 1%
7. The State Education Agency shall monitor and provide technical assistance in development of consortia programs for severely handicapped children in the categories of hearing handicapped, visually handicapped, and orthopedically handicapped.
   Priority II
   Estimated Percentage: .8%
8. The State Education Agency shall conceptualize and implement a system of monitoring to determine the degree of coordination between Individualized Education Programs and actual service delivery.
   Priority II
   Estimated Percentage: 1.5%

9. The State Education Agency shall facilitate five (5) workshops relative to implementation of meaningful programs of physical education (including adaptive physical education) for handicapped children.

   Priority II

   Estimated Percentage: .8%

10. The State Education Agency shall conduct one (1) inservice training program (state-wide) referenced to instructional models for autistic children.

    Priority II

    Estimated Percentage: .5%

11. The State Education Agency shall conduct one (1) inservice training activity referenced to quality evaluations for severely handicapped children.

    Priority II

    Estimated Percentage: .3%

12. The State Education Agency shall conduct two institutes pertaining to training of paraprofessionals who work with severely handicapped children (teacher aides). A multiplier effect is incorporated in this effort.

    Priority II

    Estimated Percentage: .5%

13. The State Education Agency shall conceptualize a model for financial incentives to ensure appropriate service delivery emphasizing the fulfillment of "related needs."

    Priority II

    Estimated Percentage: 2%

14. The State Education Agency shall perform an assessment culminating in a plan for the acquisition of appropriate instructional materials in a timely manner for visually handicapped children.

    Priority II

    Estimated Percentage: .5%

15. The State Education Agency, through its personnel preparation plan, shall assess the production by Institutes of Higher Education of appropriately trained personnel in the areas of severe disability.

    Priority II

    Estimated Percentage: 1%

16. The State Education Agency shall purchase and disseminate to all television stations throughout the State additional awareness films as a part of its child find activities.

    Priority I

    Estimated Percentage: 2%

Total Estimated Percentage: 36.4%

NOTE: The estimated percentages were derived by the projected amount available to the State plus projected carry-over funds from FY '79. Specific attention is directed to the fact that these percentages reflect estimates of the State Education Agency's share of Part "B" funds for Priorities I and II only.

III. CHILD IDENTIFICATION (§121a.128)

Describe each type of activity to be carried out during the 1979-80 school year. Include: (1) Timelines, resources, and the State's share of Part "B" funds to be expended for child identification activities, and (2) Expected outcomes (e.g., the estimated number of children to be identified, located, and evaluated).

(1) Timelines, Resources, and the State's Share of Part "B" funds to be Expended for Child Identification Activities for 1979-80.

	Resources		
Type Activity	Human	Fiscal from Part "B" State's Share	Timelines Terminal Dates (Projected)
Conference sponsored by the State Department of Education, Office of Programs for the Handicapped to discuss SHARE (Services for the Handicapped through Associated Regional Effort), a multi-district model designed to serve hearing handicapped, orthopedically handicapped, and visually handicapped pupils in order to encourage replication in other multi-district consortia throughout S. C. Development and implementation of systems and procedures for the location, identification and evaluation of low incidence handicapped pupils will be discussed.	Two public school administrators from ninety-two (92) school districts; SHARE project staff; superintendents from consortia districts; consultant from the State Department of Education, Office of Programs for the Handicapped.	$2,760	July 1979
Relationship of activity to Child Identification: Because of the low incidence of hearing, vision, and orthopedically handicapped, multi-district consortia are needed to establish appropriate programs. Identification, location and evaluation specific to these areas are needed prior to the establishment of such programs.			

Type Activity	Resources: Human	Fiscal from Part "B" State's Share	Timelines Terminal Dates (Projected)
Conference to be sponsored by the State Department of Education, Office of Programs for the Handicapped for psychologists and teachers of emotionally handicapped in LEA's and State Agencies/Associations relative to diagnosis, evaluation and treatment of autistic children.	Department of Mental Health; Consultant at the State Department of Education; University of N. C., TEACCH (Treatment and Education of Autistic, psychotic, and related Communications handicapped Children) Program.	$3,300	September 1979
Relationship of Activity to Child Identification: Techniques for initial screening will be reviewed to insure that autistic handicapped children are identified, located, and evaluated.			
Conference to be sponsored by the State Department of Education, Office of Programs for the Handicapped for public school teachers of hearing handicapped and state operated programs to discuss assessment and educational planning for hearing handicapped children.	Gallaudet College Professor; consultant at State Department of Education, Office of Programs for the Handicapped; Local Education Agency hearing teachers; State Operated Program personnel.	$1,350	October 1979
Relationship of activity to Child Identification: Techniques for identifying hard of hearing and deaf students must be reemphasized to identify, locate, and evaluate students in and out of school			

Type Activity	Resources: Human	Resources: Fiscal from Part "B" State's Share	Timelines Terminal Dates (Projected)
Child Find Conferance will be held to discuss community and school surveys and monitoring suspected handicapped children until they are identified and served.	One child find coordinator from each of 92 school districts; Consultant from State Department of Education, Office of Programs for the Handicapped.	$2,000	November 1979
Relationship of activity to Child Identification: Discussing effective methods of conducting child find activites for handicapped children will enable school districts to identify, locate, and evaluate unserved children of preschool age and those in school not yet found.			
The booklet, Census of Adolescents and Tracking of Children with Handicaps will be revised and updated copies will be disseminated to all agencies/ associations serving handicapped youth and LEA's.	Consultant and Secretary, State Department of Education, Office of Programs for the Handicapped; Education Products Center, State Department of Education.	$4,000	December 1979
Relationship of activity to Child Identification: This booklet is used by a referring agency/district to find the appropriate agency/ school district to serve a suspected handicapped child.			

Type Activity	Resources: Human	Fiscal from Part "B" State's Share	Timelines Terminal Dates (Projected)
Referral and Response forms used to refer unserved handicapped children for special education and related services through the interagency referral system known as CATCH will be reprinted and disseminated.	Consultant and Secretary, State Department of Education, Office of Programs for the Handicapped; Education Products Center, State Department of Education.	$3,000	December 1979
Relationship of activity to Child Identification: These forms are used to refer and respond to referrals made through the interagency referral system in the process of locating, identifying, and evaluating suspected handicapped children.			
An inservice training session will be held for diagnostic center personnel of the Evaluation, Diagnosis and Prescriptive Program (EDPP) relative to new techniques of identification, diagnosis, and evaluation of complicated or severely handicapped children.	Personnel from eight (8) diagnostic centers having Memoranda of Agreement with the State Department of Education, Office of Programs for the Handicapped; Consultants with the State Department of Education, Office of Programs for the Handicapped.	$1,000	January 1980
Relationship of activity to Child Identification: New techniques of diagnosing and evaluating complicated or severely handicapped children are needed to insure that proper placement occurs.			

Type Activity	Resources		Timelines Terminal Dates (Projected)
	Human	Fiscal from Part "B" State's Share	
Analysis of Child Find on LEA and State agencies/associations as reflected in the Public Law 94-142 Local Education Agency Application by the State Department of Education, Office of Programs for the Handicapped.	Consultants with the State Department of Education, Office of Programs for the Handicapped.	$3,600	April 1980
Relationship of activity to Child Identification: This activity will help the SEA locate the agencies/associations in need of further assistance in developing effective child find activities.			
A conference will be held for diagnostic personnel at LEA's and state agencies/associations specific to identification and diagnosis of handicapped children.	Consultant and secretary, State Department of Education, Office of Programs for the Handicapped; Out of state Consultant; psychologist and coordinator from each of 92 school districts; representatives from state agencies/ associations serving handicapped.	$2,000	April 1980
Relationship of activity to Child Identification: Child Identification is dependent upon proper identification and diagnosis of handicapped children.			

Type Activity	Resources: Human	Fiscal from Part "B" State's Share	Timelines Terminal Dates (Projected)
The State Department of Education, Office of Programs for the Handicapped, will monitor LEA Child Find Activities relative to in-school and out-of-school surveys to locate handicapped children and data compilation as result of surveys.	Consultants of the State Department of Education, Office of Programs for the Handicapped.	$3,000	May 1980
Relationship of activity to Child Identification: Monitoring data compilation of LEA Child Find activities will enable the SEA to render assistance to those districts appearing weak in the location, identification, and evaluation of in-school or out-of-school handicapped children.			
EDPP referrals will be accepted for children exhibiting complicated or unusual handicapping conditions. Clients will receive diagnostic evaluations which include a medical, social history, psychological and educational testing and an educational plan.	Personnel of eight (8) diagnostic centers having Memoranda of Agreement with the State Department of Education, Office of Programs for the Handicapped to provide diagnostic evaluations for handicapped children; consultants with the State Department of Education, Office of Programs for the Handicapped.	$60,000	June 1980
Relationship of activity to Child Identification: EDPP centers diagnose and evalute handicapped children who have problems which make it difficult for LEA's or other agencies to discover the most appropriate special education placement for the youngsters.			

	Resources		
Type Activity	Human	Fiscal from Part "B" State's Share	Timelines Terminal Dates (Projected)
Quarterly reports will be furnished by the State Department of Education, Office of Programs for the Handicapped, to all state agencies/associations and LEA's participating in inter-agency referral system, CATCH.	Consultant and Secretary, State Department of Education, Office of Programs for the Handicapped.	$150	June 1980
Relationship of activity to Child Identification: These reports inform agencies/school districts of the number of handicapped children served and in process of being served who were referred for special education and/or related services through CATCH.			
Three public service announcements will be released to all television stations in the state to promote public awareness of available special education programs/services in South Carolina.	Consultant and Secretary, State Department of Education, Office of Programs for the Handicapped.	$100	June 1980
Relationship of activity to Child Identification: This activity will promote referrals of suspected handicapped children to local school districts.			

Type Activity	Resources		Timelines Terminal Dates (Projected)
	Human	Fiscal from Part "B" State's Share	
Four (4) newspaper articles will be disseminated to newspapers in S. C. to promote public awareness of programs/ services available to handicapped children.	Consultant and Secretary, State Department of Education, Office of Programs for the Handicapped.	$25	June 1980
Relationship of activity to Child Identification: This activity will promote referrals of suspected handicapped children to local school districts.			
Two (2) radio spot announcements will be disseminated to all radio stations in S. C. to promote public awareness of programs/ services available to handicapped children.	Consultant and Secretary, State Department of Education, Office of Programs for the Handicapped.	$25	June 1980
Relationship of activity of Child Identification: This activity will promote referrals of suspected handicapped children to local school districts.			

	Resources		
Type Activity	Human	Fiscal from Part "B" State's Share	Timelines Terminal Dates (Projected)
Referrals of suspected unserved handicapped children through CATCH will be monitored monthly by the State Department of Education, Office of Programs for the Handicapped until the children and youth are placed/served with special education and related services or diagnosed as not handicapped by the LEA's and state agencies/associations serving the handicapped.	Consultant and Secretary, State Department of Education, Office of Programs for the Handicapped.	$20,000	June 1980
Relationship of activity to Child Identification: This activity assures that referred suspected handicapped children receive special education and related services from the appropriate agency/school district participating in the interagency referral system.			

(2) Expected outcomes (e.g., the estimated number of children to be identified, located, and evaluated).

Introduction:

Of a total population of 617,341 children in 1977-78, 11.1% or 68,984 children were served when viewed from the October 1 and February 1 averages. When measured by the end of year counts, the figure increases to 84,217 children served, or 13.6% (not counting children served by state agencies/associations). In adding the 4,639 children served by the state agencies/associations and increasing the population accordingly, the percentage served yielded 14.4% (including some duplicated counts). The latter figure does include handicapped children served under Public Law 89-313.

Estimated Number of Children to be Identified, Located and Evaluated

Handicapping Condition	Categorical Number Served in 1977-78	South Carolina Prevalence Rate	Discrepancy with Prevalence Rate Based on Total Enrollment for 1977-78 (617,341)	Expected Increase in Pupils Identified, Located, Evaluated
Mentally Handicapped	31,185	5.30	- 1,534	1,534
Emotionally Handicapped	5,740	3.00	- 12,780	12,780
Learning Disabled	15,355	1.00	+ 9,182	-
Hard of Hearing / Deaf	1,449	.70	- 2,872	2,872
Visually Handicapped	845	.09	+ 289	-
Orthopedically Handicapped	1,246	.50	- 1,841	1,841
Speech Handicapped	32,564	5.00	+ 1,697	-
Other Health Impaired	382	.25	- 1,161	1,161
*Multi-Handicapped	Not Collected in 1977-78	.03		
Deaf-Blind	90	.005	+ 59	-
TOTAL	88,856			20,188

* Multi-handicapped are subsumed under other categories

NOTE: The above table does not include handicapped children served by private agencies and schools ineligible to submit a Federal count. Ongoing child find campaigns are in full operation by LEA's. The SEA is sponsoring child identification activities which focus on the low-incidence handicapping conditions for 1979-80.

IV. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT (§§121a.380-121a.387).

A. Activities

Include a description of programs in your FY-1980 State Plan which insure that the requirements of Section 613 (a)(3) of Part B and §§121a.380-387 of Part B regulations are met.

§121a.380 Scope of System.

Requirement:

Each annual program plan must include a description of programs and procedures for the development and implementation of a comprehensive system of personnel development which includes:

(a) The in-service training of general and special education instructional, related services, and support personnel;

(b) Procedures to insure that all personnel necessary to carry out the purposes of the Act are qualified (as defined in §121a.12 of Subpart A) and that activities sufficient to carry out this personnel development plan are scheduled; and

(c) Effective procedures for acquiring and disseminating to teachers and administrators of programs for the handicapped children significant information derived from educational research, demonstration, and similar projects, and for adopting, where appropriate, promising educational practices and materials developed through those projects. (20 U.S.C. 1413 (a)(3)).

Section 121a.380(a)(b)(c) are subsumed under the requirements set forth in §121a.381 through §121a.387.

§121a.381 Participation of Other Agencies and Institutions.

Requirement:

(a) The State Educational Agency must insure that all public and private institutions of higher education and other agencies and organizations (including representatives of handicapped, parent and other advocacy organizations) in the State which have an interest in the preparation of personnel for the education of handicapped children have an opportunity to participate fully in the development, review, and annual updating of the comprehensive system of personnel development.

The South Carolina Department of Education will insure that all public and private institutions of higher education and other agencies and organizations in the State which have an interest in the preparation of personnel for the education of handicapped children have an opportunity to participate fully in the development, review, and annual updating of the comprehensive system of personnel development.

The South Carolina State Department of Education, Office of Programs for the Handicapped, has formulated an Advisory Committee for South Carolina's Comprehensive Personnel Preparation Plan for the Handicapped. This committee will specialize in the development, review, and annual updating of the comprehensive system of personnel development. The Advisory Committee will insure that priorities for personnel preparation are consistent with statewide needs and that all agencies and organizations (including representatives of handicapped, parents and other advocacy organizations) have an opportunity to participate in the development of the plan. The Advisory Committee will meet at least four times annually.

This insurance will be carried out through the following activities: (1) Regulation Input Team (RIT), (2) State Advisory Council for Programs for the Handicapped, and (3) public hearings.

The Office of Programs for the Handicapped will conduct three (3) two-day regional Regulation Input Team (RIT) meetings to facilitate the development of the South Carolina 1980 Annual Program Plan for Part "B". The participants of these meetings consist of superintendents, district coordinators of programs for the handicapped, representatives of institutions of higher education, parents, advocacy groups, handicapped persons, representatives of state operated programs for the handicapped, and members of the State Advisory Council for Programs for the Handicapped.

The Office of Programs for the Handicapped will conduct massive dissemination of its Annual Plan to superintendents, coordinators, institutions of higher education, state operated programs, advocacy groups, and to the State Advisory Council for Programs for the Handicapped. Public hearings will be conducted in four locations

of the state at two (2) time periods each. Parents, advocacy groups, and all other interested parties will be invited to review the plan at these meetings.

Requirement:

(b) The annual program plan must describe the nature and extent of participation under paragraph (a) of this section and must describe responsibilities of the State educational agency, local educational agencies, public and private institutions of higher education, and other agencies:
(1) With respect to the comprehensive system as a whole, and
(2) With respect to the personnel development plan under §121a.383. (20 U.S.C. 1412(7)(A); 1413(a)(3).)

The nature and extent of participation of the Advisor Committee for South Carolina's Comprehensive Personnel Preparation Plan shall include, but not be limited to the following:

1. The Comprehensive Personnel Preparation Advisory Committee shall convene at least four times annually to provide guidance to the SEA in the development and implementation of said plan.
    a. The Advisory Committee shall recommend policies and procedures deemed appropriate to facilitate objective(s) realization.
    b. The Advisory Committee shall serve as a forum for communication among agencies, institutions, and organizations involved or having an interest in the delivery of special education and related services.
2. The Advisory Committee for South Carolina's Comprehensive Personnel Preparation Plan shall examine data as a means of recommending priorities for pre-service, in-service, and manpower needs.
3. The Advisory Committee shall suggest resources for development of personnel in special education and related services and identify target populations for personnel development.
4. The Advisory Committee shall function as a liaison, relaying information to planners in state government and higher

education, and reporting to legislative committees as warranted. The Advisory Committee shall make periodic reports to the State Advisory Council on the Education of Handicapped and the State Superintendent of Education.

5. The Advisory Committee shall review and monitor the implementation of the Plan.

Representation on the Advisory Committee includes the State Department of Education, local educational agencies, state operated programs, institutions of higher education, both public and private, teacher professional organizations, advocacy groups for the handicapped, legislative representatives, the South Carolina Commission on Higher Education, and regular educators.

The responsibilities in the promulgation of the personnel plan shall be as follows:

(a) State Educational Agency - Development of format, data acquisition, analysis of assessment instruments of constituents, organization of input meetings, and linkage with all pertinent agencies of the State.

(b) Local Educational Agency (LEA)/State Operated Programs (SOP's) - Manpower/personnel assessment both quantitative and qualitative; communicating needs to the SEA and Institutions of Higher Education (IHE's), prioritizing activities in this regard at the local and regional level, and evaluation of activities relative to personnel preparation conducted at the LEA and SOP level.

(c) Institutions of Higher Education - Provision of data, fiscal analysis, projecting institutions capability for training, communication, and presentation of needs assessment to the South Carolina Commission on Higher Education.

§121a.382 In-Service Training

(a) As used in this section, "in-service training" means any training other than that received by an individual in a full time program which leads to a degree.
(b) Each annual program plan must provide that the State educational agency:

Requirement: (1) Conducts an annual needs assessment to determine if a sufficient number of qualified personnel are available in the State;

The South Carolina State Department of Education, Office of Programs for the Handicapped, conducts an annual needs assessment in the local educational agencies through the use of questionnaires. The questionnaires capture data relative to the number and categorical areas of additional personnel needed for the next three years. The results of this assessment are compiled and are utilized in the development of personnel development priorities.

Additionally, the Office of Programs for the Handicapped conducts a survey in concert with institutions of higher education, both public and private, relative to an estimated supply of new professional, certifiable personnel. The results of this survey represent the number of graduates who may be available for employment in a four year period. Each year this figure is updated.

The Office of Programs for the Handicapped includes in the LEA application for P. L. 94-142 funds, forms relative to personnel employed. Each LEA is required to submit procedures which have been planned for personnel development and the procedures utilized to assure personnel are adequately and appropriately trained.

Requirement: (2) Initiates in-service personnel development programs based on the assessed needs of state-wide significance.

The State Department of Education, Office of Programs for the Handicapped, assesses the need for in-service personnel development on a state-wide basis. These needs are prioritized by the Advisory Committee for South Carolina's Personnel Preparation on an annual basis. The Advisory Committee compiles data relative to what is available and where procured. The State Department of Education, Office of Programs for the Handicapped, fulfills those needs not addressed by other state operated agencies, local educational agencies, and other organizations.

Requirement: (c) Each annual program plan must include the results of the needs assessment under paragraph (b)(1) of this section broken out by need for new personnel and need for retrained personnel.

The results of the needs assessment under paragraph (b)(1) of this section indicate agreement by local and state school administrators on the need for new and retrained personnel. Local educational agencies also indicated a need for in-service training that would focus on approximately thirty-five percent (35%) of the total professional staff.

The results of the questionnaire are summarized in Table A and Table B.

Authorization: (d) The State Educational Agency may enter into contracts with institutions of higher education, local educational agencies for other agencies, institutions or organizations (which may include parent, handicapped, or other advocacy organizations) to carry out
(1) Experimental or innovative personnel development programs;
(2) Development or modifications of instructional materials; and,
(3) Dissemination of significant information derived from educational research and demonstration projects.

The South Carolina State Department of Education, Office of Programs for the Handicapped, has assessed specific areas of service delivery

TABLE A
1980 MANPOWER PROJECTIONS
for
NEW PERSONNEL
SPECIAL EDUCATION

Area	Children *	Ratio P/T	Total Teachers Needed	Teachers Currently Teaching	Unfilled Teacher Positions	Teachers Needed Because of Attrition**	Total Teachers Needed
EMH	33,500	20:1	1,675	1,335	340	187	527
TMH	2,000	11:1	182	230	-48	32	-16
EH	20,000	24:1	833	209	624	29	653
LD	7,000	27:1	259	560	-301	78	-223
HH	4,600	11:1	418	89	329	12	341
VH	730	14:1	52	47	5	7	12
OH	3,400	18:1	189	64	125	9	134
SH	33,500	82:1	409	388	21	54	75
D/B	110	5:1	22	18	4	3	7
Total	104,840		4,039	2,940	1099	411	1510

* Based on incidence rate of 15.595% for South Carolina
** Based on attrition rate of 14%

TABLE B

1980 Manpower Projections
for
New Personnel-General Educational

	Total Currently	Total Needed Due to Attrition*	Total Needed
Instructional	27,875	3,903	31,778
Support Personnel	2,151	301	2,452
Total	30,026	4,204	34,414

* Based on attrition rate of 14%.

TABLE 2

Projected Number of Persons to Receive Inservice Training
During the 1979-1980 School Year

Type of Training	Training Audience: regular classroom teachers	special education teachers	teacher aides	parents	support personnel (psychology, social workers, health personnel, physical education, etc.)	administrators	operations personnel (secretarial, clerical, maintenance, transportation food service)	Hearing officers, Surrogate, (specify) Volunteers
1. Awareness	13,619	4,159	1,251	6,100	1,108	1,418	472	220
2. Knowledge	20,911	6,724	1,598	11,478	3,042	2,428	110	184
3. Skill practice	1,400	1,200	195	40	92	90	-	60
4. Skill application	300	500	31	-	88	46	-	10

*See attached definitions

B-40

and implemented the following programs through contracts with institutions of higher education, local educational agencies, and other organizations:

I. SERVICES FOR THE HANDICAPPED THROUGH ASSOCIATED REGIONAL EFFORT (SHARE)

A problem encountered by school districts in sparsely populated areas in South Carolina is the delivery of highly effective, economically efficient, and appropriate special education and related services to low-incidence handicapped pupils, i.e., the hearing handicapped, the orthopedically handicapped, and the visually handicapped. In response to these problems, the Office of Programs for the Handicapped has conceptualized a design entitled "Services for the Handicapped through Associated Regional Effort" (SHARE) which describes the rationale and required components of a multi-district service delivery prototype.

It was the recommendation of the Office of Programs for the Handicapped that monies available under Title IV-C (Innovation) be utilized to develop and implement a pilot SHARE project to examine the following components: (a) Development and Implementation of a Comprehensive Program of Related Services, (b) Development and Implementation of Appropriate Educational Programs and Services, e.g., Curriculum, Media/Materials, Class Management/Structure, (c) Development and Implementation of a Plan for Professional Staff Recruitment, Development, and Retention, (d) Development and Implementation of Systems and Procedures for the Location, Identification and Evaluation of Low-Incidence Handicapped Pupils, (e) Development and Implement-

ation of a Multi-District System of Transportation, (f) Development and Implementation of Policies and Procedures for the Organization, Administration and Supervision of a Consortium for Low Incidence Handicapped Pupils, (g) Development and Implementation of Cluster School Concept, and (h) Validation of Optimal Population and Geographic Area.

A grant award was made to Darlington County Schools for a six (6) month planning phase of SHARE which began June 1, 1978. Implementation and evaluation of this project is projected over a three (3) year period with a follow-up validation phase.

The Office of Programs for the Handicapped shall serve in a consultative/monitoring role to provide input relative to the programmatic aspects of SHARE.

II. IMPLEMENTATION OF THE LEAST RESTRICTIVE ENVIRONMENT

Analysis of South Carolina's needs assessment conducted by the State Department of Education, Office of Programs for the Handicapped, revealed that one of the fundamental problems thwarting the delivery of quality programs for handicapped children taught in a resource or itinerant setting appears to lie in the lack of appropriate organization of time and resources. Some of the problem areas documented include: (1) Objectives for the "mainstreamed" pupil are not conjointly derived by regular education teachers and special education teachers; (2) Articulation among generalists and special education teachers is extremely limited; (3) limited consideration is accorded to the learning styles of special education children in general education setting; (4) the lack of

efficacious scheduling of mainstreamed pupils does not permit maximal utility of teacher or pupil time.

In response to this need, the Office of Programs for the Handicapped, through the use of Title VI, Part C (RRC), has contracted with Winthrop College to develop a model which will assist LEA's and SOP's in the delivery of quality education for handicapped children in other-than self-contained programs. The primary purpose of this effort shall be to determine problem resolution to the specific problem areas cited above. The mechanism for achieving this will be through the development and implementation of quality individualized educational plans (IEP's) for "mainstreamed" pupils.

III. PHYSICAL EDUCATION FOR HANDICAPPED PUPILS

Public Law 94-142 mandates that all handicapped children shall be accorded an appropriate program of physical education. Further, such programs must be set forth in an IEP. "Appropriate programs for physical education" for all handicapped children present enormous problems in the delivery process. One of the more complex areas includes the lack of an organizational structure in LEA's and SOP's to initiate and develop a meaningful IEP in physical education.

In an effort to improve the qualitative aspects of physical education for all handicapped pupils, the State Department of Education, Office of Programs for the Handicapped, in cooperation with the Southeastern Regional Resource Center, has contracted with the University of South Carolina to develop appropriate strategies for the initiation and development of

meaningful IEP's referenced to physical education for handicapped children.

Meaningful evaluations of the IEP objectives for physical education should assist the service provider in planning and developing alternatives for service delivery.

IV. DEVELOPMENT OF EFFECTIVE IN-SERVICE TRAINING FOR REGULAR EDUCATORS

The State Department of Education, Office of Programs for the Handicapped, will implement a two year project to develop effective in-service training for regular educators in the education of handicapped children. The project is funded under the auspices of Title IV-C. The Office of Programs for the Handicapped anticipates that the project will be replicable in large and small school districts. The in-service training will be amenable to elementary, middle, and secondary educators. The in-service training will incorporate both content and methods to facilitate information exchange between regular educators and special educators.

Products derived from the above programs include:

I. SERVICES FOR THE HANDICAPPED THROUGH ASSOCIATED REGIONAL EFFORT (SHARE)

Project SHARE has completed its six (6) month design phase. Project staff have been developing detailed product descriptors and procedures for the eight (8) major components. The major components of the project include the development and implementation of a multi-district: (1) cluster school program, (2) detection/assessment system, (3) professional staff

recruitment, development, retention program, (4) educational program, (5) related services program, (6) transportation system, (7) organization, administration, supervision system, and (8) validation system to determine the optimal student population relative to geographic areas served.

II. IMPLEMENTATION OF THE LEAST RESTRICTIVE ENVIRONMENT

Winthrop College, in cooperation with the SEA, is developing a model for training teachers in the LEA's and SOP's to write, implement, evaluate, and redesign IEP's. Training packets consisting of manuals and accompanying video tapes are to be developed. Local educational agencies will be invited to appoint an IEP team composed of three (3) persons who will attend workshops for each training phase using a competency based instructional format.

III. PHYSICAL EDUCATION FOR HANDICAPPED PUPILS

The University of South Carolina was awarded a twenty-six (26) month agreement in conjunction with the Southeast Regional Resource Center of Auburn University at Montgomery to develop appropriate programs for physical education of handicapped children. The project will provide teachers with a program that not only includes needs assessment techniques but also curricular units for teaching physical education to handicapped children.

The project has conducted a needs assessment in the area of IEP's in physical education. Materials have been developed to assess the child's needs in physical education. Materials have been developed to assist in writing objectives for physical education and implementing them. In-service training has been conducted in two districts to field test the materials.

IV. DEVELOPMENT OF EFFECTIVE IN-SERVICE TRAINING FOR REGULAR EDUCATORS

As a result of the development of in-service training for regular educators, a comprehensive system shall be utilized to orient regular educators to the instructional needs of handicapped children. The system will include both content and methods of pedagogical practices which have been determined to be effective in a regular classroom setting. The system will develop ongoing communication between special educators and regular educators referenced to the needs of specific handicapped children.

Dissemination of significant information derived from educational research and demonstration projects will be conducted on a systematic basis. Several projects will involve replication of assessment instruments and curriculum programs in many districts across the state. Each year, the SEA sponsors an Education Fair to display innovative educational programs from across the State. The fair is designed to give school districts an opportunity to display programs that are providing solutions to identified educational problems. The statewide display of programs gives school personnel an opportunity to learn about programs that have potential solutions to critical educational needs, including those in special education service delivery.

Requirement:

(e) Each annual program plan must provide that the State educational agency insures that ongoing in-service training programs are available to all personnel who are engaged in the education of handicapped children, and that these programs include:

(1) The use of incentives which insure participation by teachers (such as release time, payment for participation,

options for academic credit, salary step credit, certification renewal, or updating professional skills);

Each year the State Department of Education, Office of Programs for the Handicapped, identifies areas in which in-service personnel development is needed to assist teachers, administrators, and related personnel with problems relative to program development and implementation of programs for handicapped children. The SEA insures that incentives are offered as a means of insuring participation in staff development activities. These incentives may include release time, stipends, and credits for teacher certification.

Requirement: (2) The involvement of local staff

The South Carolina State Department of Education insures that ongoing in-service training programs are available to all personnel engaged in the education of handicapped children. Local staff involvement is insured through provisions of the South Carolina Education Finance Act of 1977 and the Defined Minimum Program for South Carolina School Districts of 1977.

A. The Education Finance Act states that "Each school district board of trustees shall provide a program for staff development for all educational personnel on an annual and long-range basis. A portion of the funds in the foundation program shall be used for this staff development that may include but not be limited to: (1) college courses in education, subject area of certification or management; (2) teacher center offerings; (3) State Department of Education workshops; and (4) district-wide or in-school training for the purpose of fostering professional growth or improving competency of all educational personnel."

B. The Defined Minimum Program states that "Each school shall plan a well-organized in-service program to professional personnel in addition to regularly scheduled faculty meetings. Staff members shall be involved in planning and evaluating these activities which should focus on the problems, needs, purposes, and goals of the educational programs."

Requirement: (3) The use of innovative practices which have been found to be effective.

The SEA insures that ongoing in-service training programs are available to personnel engaged in the education of handicapped children through replication of innovative projects. The following have been funded for two (2) years:

1. Monterey Fluency Program

The Monterey Fluency Program is a systematic procedure for teaching fluent speech. This program was developed through research efforts over the past seven years. This program utilizes the most current information and the most critical concepts in programming, fluency, logic, information theory, and human learning. The procedures are designed for ease and speed of administration by teachers, clinicians and aides in everyday teaching situations.

The Monterey Fluency Program consists of two (2) different establishment programs, a transfer program, and a maintenance program. There are branching procedures throughout the program which provide for specialized teaching response to individual differences. Pre- and post- criterion tests are given throughout the program to help pace the student through the procedures and indicate adequacy of each phase. This program has been used in

a variety of settings in the LEA's.

2. Behavioral Resources System

The Behavioral Resources System is a program that provides personnel involved in the education of handicapped pupils a direct link between psychometric diagnosis and educational prescription. It is a developmental system which education to handicapped pupils to use specific, sequential, and hierarchial methods and techniques in the remediation of the pupil's academic deficiencies. A packaged program, it is readily amenable to implementation and has been proven successful. The system specifically trains teachers in prescription writing in direct relationship with any psychometric testing materials. The project includes a training institute before implementation and utilization of the system in LEA's.

3. Paraprofessional Training Program

The Paraprofessional Training Program conducted by members of the Kansas SEA will provide those paraprofessionals working with handicapped pupils the basic competencies and knowledge relative to duties and responsibilities to work effectively in the classroom setting. The training program will utilize slide/tapes, filmstrips, and packaged materials in the training process. The training program will train paraprofessionals in the areas of orthopedically handicapped, emotionally handicapped, and trainable mentally handicapped.

Requirement: (f) Each annual program plan must:
(1) Describe the process used in determining in-service training needs of personnel engaged in the education of handicapped children.

The process utilized in determining in-service training needs of personnel engaged in the education of handicapped children is described in (b)(1) and (2) of this section of the AAPP.

Requirement: (2) Identify the areas in which training is needed (such as individualized education programs, non-discriminatory testing, least restrictive environment, procedural safeguards, and surrogate parents);

Areas in which training is needed include a) development and implementation of quality IEP's, b) development and implementation of instructional models for autistic children, c) development and implementation of meaningful programs of physical education, and d) evaluation for severely handicapped children.

Requirement: (3) Specify the groups requiring training (such as special teachers, regular teachers, administrators, psychologists, speech-language pathologists, audiologists, physical education teachers, therapeutic recreation specialists, physical therapists, occupational therapists, medical personnel, parents volunteers, hearing officers, and surrogate parents;

The groups requiring training have been specified in Table #2 and in (b)(2) of this section and Table C.

Requirement: (4) Describe the content and nature of training for each areas under paragraph (f)(2) of this section;

The content and nature of training for each area under paragraph (f)(2) are described in (b)(1) and (2) of this section. Additionally, the State Department of Education, Office of Programs for the Handicapped, has proposed to BEH/DPP to utilize Part "D" monies (Public Law 93-380) to fund mini-projects to local education agencies for in-service training for regular teachers who teach handicapped children. These programs will be developed according to statewide priorities.

Table C

Projected In-Service Training

AREA OF TRAINING	NUMBER AND TYPES OF PERSONS TO RECEIVE INSERVICE TRAINING																						
	Regular Class Teachers	Special Class Teachers	Resource Room Teachers	Itinerant/Consulting Teachers	Home-Hospital Teachers	Physical Educators	Vocational Educators	Teacher Aides	Work-Study Coordinators	Recreational Therapists	Occupational Therapists	Speech Pathologists	Audiologists	Psychometrists/ Educational Diagnosticians	Psychologists	School Social Workers	Parents of Handicapped Children	Surrogates	Volunteers	Hearing Officers	Supervisors	Administrators	Other Non-Instructional Staff	
Diagnostic Procedures	4866	785	948	158	21	106	157	322	8	0	1	213.5	3	35	134	276	1147	12	5	38	77	369	86	
Instructional Procedures	5372	903	1012	164	31	119	147	556	9	0	1	194	1	26	89	15	944	12	22	22	75	423	66	
Implementation of P.L. 94-142	8242	894	1027	159	27	192	216	695	4	1	1	275.5	4	36	113	43	2711	38	0	54	83	837	122	
Individual Education Programs	6248	891	977	175	39	163	176	585	4	1	1	261	4	34	96	828	4928	23	12	45	79	564	103	
Least Restrictive Environment	6153	670	753	120	19	154	160	303	4	1	1	146	6	29	123	25	1757	11	0	43	80	602	78	
Procedural Safeguards	3650	551	567	129	27	95	125	388	7	0	1	158.5	8	31	86	26	3646	33	52	54	85	574	93	
Use of Surrogates	1771	236	227	32	12	40	52	73	2	0	1	59	1	21	54	16	570	13	0	26	54	309	57	
Priorities - Served - Unserved	3524	308	312	47	12	97	84	145	2	0	1	92	8	23	58	19	770	12	40	28	100	445	55	
Non-Discriminatory Testing	2165	354	249	73	0	29	86	67	2	0	1	90	1	26	81	14	1215	0	0	24	71	280	54	
Other (Specify)	473	162	152	20	0	7	2	114	1	0	1	44		3	18	35	30	0	0	6	9	75	35	

B-51

NOTE: This action, however, is contingent upon BEH approval.

Requirement: (5) Describe how the training will be provided in terms of (i) geographical scope (such as Statewide, regional, or local), and (ii) staff training source (such as college and university staffs, state and local educational agency personnel, local educational agency personnel, and non-agency personnel);

(i) The training described in the above section will be statewide.

(ii) The staff training source shall include institutions of higher education (Winthrop College, University of South Carolina, University Affiliated Facility Center for Developmental Disabilities, Project SHARE,local educational agencies, and organizations such as Psychoeducational Associates, Inc).The Office of Programs for the Handicapped conducts workshops through its staff consultants and contracted expertise.

Requirement: (6) Specify: (i) the funding sources to be used,

In-service training shall be funded through multiple sources:

1) EHA Part "B" funds available as entitlements to Local Education Agencies (LEA's). These funds are utilized in consonance with the prohibitors of and the provisions as set forth in the Federal Regulations under P. L. 94-142.
2) Part "D" funds are utilized for in-service as set forth in the grant document between the Bureau of Education for the Handicapped (BEH) and the South Carolina State Department of Education.
3) Funds made available through the Developmental Disabilities Services Act and the University Affiliated Facilities (UAF).
4) Funds derived through third party agreements through the

Regional Resource Center (RRC) program, (Auburn University, Montgomery) having their origin in Federal contracts to the region.

5) Funds available under a contract through Part "C" Deaf-Blind program (Federal).

6) State appropriations to the State Education Agency.

7) State appropriations to State Operated Programs.

8) Local funding by Local Education Agencies (LEA's).

9) Eleemosynary funds.

Requirement: (ii) The time frame for providing it;

The following schedule provides a tentative time frame for implementation of in-service training:

Proposed Topics	Proposed Dates
Project SHARE Program Objectives: (1) Participants will be made knowledgeable of the problems encountered in providing special education and related services to low-incidence handicapped children with respect to the least restrictive environment and FAPE elements of P. L. 94-142. (2) Participants will be made knowledgeable of the eight major components of the SHARE model, and the current stage of developing and implementing these components in the thirteen district consortium.	1979-1980 School Year
Implementation of the Least Restrictive Environment Program Objectives: (1) To develop educational objectives for the "mainstreamed" pupil conjointly by regular education teacher and special education teachers. (2) To develop articulation among generalists and special education teachers. (3) To develop efficacious scheduling of mainstreamed pupils to permit maximal utility of teacher and pupil time.	1979-1980 Year
Physical Education for Handicapped Pupils Program Objectives: (1) To train teachers to develop quality physical education	1979-1980 School Year

programs for all handicapped children in LEA's and SOP's as determined by measured achievement in pupil gains through the IEP.

Behavior Resources System — 1979-1980 School Year

Program Objectives:

(1) To enable teacher participants to develop IEP's which include long and short term objectives based on psychometric evaluation of handicapped pupils.

(2) To enable pupil participants to gain additional skills in selected major curriculum areas based on pre- and post-tests.

Effective In-Service Training for Regular Educators — 1979-1980 School Year

Program Objectives:

(1) To develop comprehensive in-service training to orient regular educators to the instructional needs of handicapped children.

(2) To develop content and methods of pedagogical practices determined efficacious in a regular classroom setting.

In-Service Training for Persons Responsible for Providing Services to Autistic Pupils — September, 1979

Program Objectives:

(1) To provide in-service training to demonstrate methods of diagnosing pupils suspected of being autistic or autistic - like.

(2) To demonstrate methodologies in instruction which have been proven effective for autistic children.

"Differential Diagnosis of the Hearing Handicapped Child" — October, 1979

Program Objectives:

(1) To describe methods which utilize diagnostic information in programming for hearing handicapped pupils.

(2) To assist school districts in providing in-service relative to evaluating and programming hearing handicapped children.

Certification of School Psychologists and Educational Evaluators — October,1979

Program Objectives:

(1) To review current certification requirements.

(2) To provide recommendations for change in the certification of school psychologists and educational evaluators where appropiate.

Child Find In-Service — November, 1979

Program Objectives:

(1) To discuss specific techniques to be used in the community and school surveys for locating handicapped children from birth through 21 years of age.

(2) To discuss methods of gathering data to aid school districts in finding effective child find techniques for their school district.

(3) To discuss teaching methods to be used until an unserved child receives special education and related services to determine unserved and served handicapped children.

Quality Assurance in the Schools — November, 1979

Program Objectives:

(1) To become knowledgeable of the SEA's conceptualization of the quality assurance (QA) System.

(2) To provide input relative to the appropriateness of the QA System.

(3) To recommend further ways that SEA may refine the system to insure that handicapped children are provided meaningful instruction.

Teachers of Visually Handicapped — December, 1979

Program Objectives:

(1) To assist teachers of the visually handicapped to write appropriate goals and objectives for typing, mobility, listening skill development, social competency, sensory stimulation, and braille for elementary grade level pupils.

In-Service Training for Diagnostic Centers — January, 1980

Program Objectives:

(1) To assist Diagnostic Centers in evaluating the effectiveness of their services.

(2) To allow representatives of Diagnostic Centers the opportunity to discuss their model of service delivery.

(3) To obtain LEA input relative to improving the services to Diagnostic Centers.

(4) To disseminate information to center representation regarding the different types of handicapping conditions that are served in each school district.

Developing Individualized Educational Plans (IEP's) for Profoundly Retarded Students — January, 1980

Program Objectives:

(1) To provide participants with knowledge in the areas of developing IEP's for profoundly retarded students in accordance with the requirements of Public Law 94-142:

a) Evaluating present levels of performance and developing specific statements to describe functioning levels for the IEP.

b) Developing realistic and relevant annual goals.

c) Writing behavioral short-term objectives.

d) Determining extent to which pupil can participate in regular education activities.

e) Evaluating achievement of short term objectives.

Conference for Parents of Handicapped Pupils March 1980

Program Objectives:

(1) To provide general information relative to the basic requirements of Public Law 94-142 to parents.

(2) To provide information relative to the specific requirements of Public Law 94-142 concerning parental involvement.

(3) To provide an opportunity for parents to gain knowledge and to assist in training other parents in their respective districts.

"Teaching With the Abacus" (Visually Handicapped Teachers) April 1980

Program Objectives:

(1) Participants will become knowledgeable in the appropriate use of the abacus as an educational aid for mathematics instructional program for visually handicapped pupils.

(2) Participants will acquire the necessary skills to properly utilize the abacus in programs for visually handicapped pupils.

Requirement: (7) Specify procedures for effective evaluation of the extent to which program objectives are met. (20 U.S.C. 1413 (a)(3).)

Procedures for effective evaluation of the extent to which program objectives are met include the following:

1) Attendance will be recorded to determine the number of participants, types of participants, number of districts represented, and other state agencies operating programs for the handicapped.

2) Records will be maintained relative to the number and types of workshops consultants of the Office of Programs for the Handicapped are requested to conduct or to participate in.

3) Specific evaluation of in-service activities will be components of each in-service effort. Evaluative formats are unique to the workshop but consistent with the objectives of each. Results of evaluations are utilized for further planning, budgeting and personnel development.

4) The South Carolina school districts must include in their P. L. 94-142 Entitlement Applications a system for comprehensive

personnel development relating to in-service training of general and special education and support personnel and procedures for acquiring and disseminating to special education teachers and administrators, significant information and products derived from educational research and demonstration. Personnel in-service training systems are monitored by the Office of Programs for the Handicapped as a component of P. L. 94-142 school district audits.

Additionally, training provided in cooperation with the State Department of Education and the Southeast Regional Resource Center of Auburn University are monitored periodically by the Regional Resource Center. The Office of Programs for the Handicapped serves in a consultative/monitoring role to provide input relative to the programmatic aspects of the projects.

§121a.383 Personnel Development Plan.

Requirement: Each annual program plan must:
(a) Include a personnel development plan which provides a structure for personnel planning and focuses on preservice and in-service education needs:

A personnel development plan which provides a structure for personnel planning and focuses on preservice and in-service education needs has been developed within the Office of Programs for the Handicapped. (See Attachment A.)

Requirement: (b) Describe the results of the needs assessment under §121a.382 (b)(1) with respect to identifying needs of training, and assigned priorities to those areas;

The results of the needs assessment have been described in Section 121a.382 (b)(1) of this plan.

Requirement: (c) Identify the target population for personnel development, including general education and special education instructional and administrative personnel, support personnel, and other personnel (such as paraprofessionals, parents, surrogate parents, and volunteers). (20 U.S.C. 1413 (a)(3).)

Target populations for personnel development are identified in Tables 2 and C of this AAPP.

§121a.384 Dissemination.

Requirement: (a) Each annual program plan must include a description of the State's procedures for acquiring, reviewing, and dissemination to general and special educational instructional and support personnel, administrators of programs for handicapped children, and other interested agencies and organizations (including parent, handicapped, and other advocacy organizations) significant information and promising practices derived from educational research, demonstration, and other projects.

Requirement: (b) Dissemination includes:
(1) Making those personnel, administrators, agencies, and organizations aware of the information and practices;
(2) Training designed to enable the establishment of innovative programs and practices targeted on identified local needs; and
(3) Use of instructional materials and other media for personnel development and instructional programming.
(20 U.S.C. 1413 (a)(3)).

Publications are disseminated on a state-wide basis to all state agencies serving the handicapped, LEAs, institutions of higher education having teacher training programs in special education, and to other organizations serving handicapped children. Also, the State Department of Education disseminates a quarterly newsletter to administrators, teachers, support staff and university trainers to apprise them of significant information and promising practices derived from educational research, demonstration, and other projects.

South Carolina's Learning Resource Center has developed a booklet entitled Standards for Selecting Instructional Materials and Media for Handicapped Pupils that has been disseminated to coordinators

of programs for the handicapped in each school district. The Learning Resource Center conducts state-wide workshops for district coordinators of programs for the handicapped and teachers of the handicapped regarding proper utilization of materials and media for the education of handicapped pupils. A system for loaning instructional materials and media to teachers and other personnel responsible for the education of handicapped pupils is maintained by the Learning Resource Center. The Learning Resource Center assists in the development of materials and media by teachers of the handicapped at no cost to the teachers. A major function of the Learning Resource Center is the search for, and the acquisition of, materials, and assistance in the use thereof.

The State Department of Education publishes a yearly report entitled, Data Report On Programs for the Handicapped. This data report is disseminated to superintendents, district coordinators, and other advocates of handicapped children.

The Office of Programs for the Handicapped subscribes to professional journals and is on mailing lists for newsletters and projects for educational research and demonstration. Significant information derived from educational research, demonstration projects and other projects is systematically forwarded to appropriate OPH consultants for review. If the information is significant, recommendations are made for dissemination to LEA's, SOP's and other organizations. Likewise, SOP's, LEA's and other organizations frequently send to OPH for consideration significant information for statewide dissemination.

Each year the State Department of Education develops, publishes, and disseminates information designed to inform agencies and the general public of diagnostic/evaluation services available through the South Carolina Department of Education. Further, Child Find information

and public awareness campaigns are disseminated with the cooperation of commercial and public radio and television networks.

Finally, the State Department of Education has produced a number of video tapes that are made available to district personnel upon request. This series of video-taped, in-service training films focuses upon the conduct of due process hearings, the staffing of handicapped school children, the classroom management and program organization of service delivery of low prevalence handicapped school children, and the role of speech clinicians.

§121a.385 Adoption of Educational Practices

Requirement:

(a) Each annual program plan must provide for a statewide system designed to adopt, where appropriate, promising educational practices and materials proven effective through research and demonstration.
(b) Each annual program plan must provide for thorough reassessment of educational practices used in the State.
(c) Each annual program plan must provide for the identification of State, local, and regional resources (human and material) which will assist in meeting the State's personnel preparation needs.
(20 U.S.C. 1413 (a)(3).)

The SEA performs a number of activities relative to the adoption of promising educational practices. Many of the activities are performed exclusively by the SEA, some with the SEA serving a catalytic function only, and some through consortia efforts with other federally funded programs, e.g., Mid-Atlantic Region for deaf/blind (VI-C), Southeast Learning Resource Center, Regional Resource Center (VI-C), Part "D" of Public Law 91-230, as amended, Developmental Disability Services Act, the technical assistance program of the University of Connecticut.

The State Department of Education facilitated the replication of both Monterey Language Development Programs and the Monterey Articulation Program, Title IV-C, in approximately twenty (20) school districts. All replication projects are reassessed annually

to determine appropriateness of future funding.

The State Department of Education facilitated the development and replication of model service delivery programs for low incidence handicapping conditions, Project SHARE, Title IV-C, in selected school districts in South Carolina. The Advisory Committee for personnel preparation utilized questionnaires to identify state, local, and regional resources, which includes human and material resources, needed in meeting the State's personnel preparation needs.

§121a.386 Evaluation.

Requirement: Each annual program plan must include:
(a) Procedures for evaluating the overall effectiveness of:
(1) The comprehensive system of personnel development in meeting the needs of personnel.

The Advisory Committee on Personnel Preparation and Manpower Development reviews data collected statewide relative to the needs for preservice, in-service, and manpower needs annually. The committee makes recommendations for modification and updating of the comprehensive system for personnel development and training. A needs assessment is conducted by the Office of Programs for the Handicapped to determine overall needs for personnel development. This data is utilized in the promulgation/modification of subsequent planning documents of personnel preparation.

The Office of Programs for the Handicapped reviews local educational agency applications for P. L. 94-142 Entitlements annually, contrasting the needs and progress of personnel development with previous plans. The Office of Programs for the Handicapped monitors and contrasts products of preservice training who will be available for employment consistent with previously discerned manpower needs.

Requirement: (2) The procedures for administration of the system

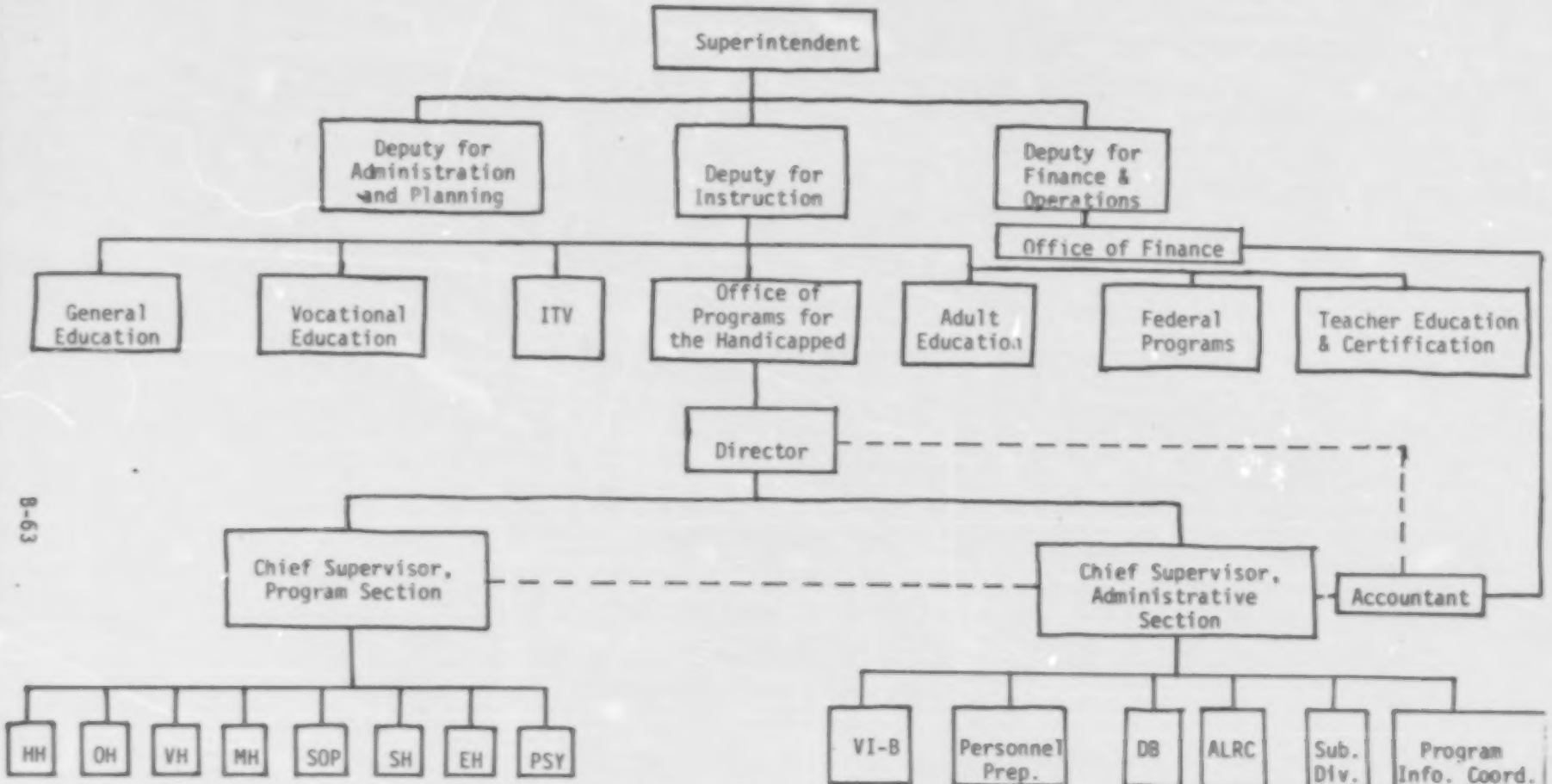
The procedures for administration of the system follow the management model utilized by the Office of Programs for the Handicapped. The Office of Programs for the Handicapped organizes and maintains intra/inter-office systems conducive to the development and maintenance of appropriate educational programs for handicapped public school children. Systematic functions are delegated to two sections: program and administrative respectively. The administrative section is responsible for the administration of special federal projects. The program section is primarily responsible for the programmatic parameters of educational service; therefore, there is a close working relationship between the two (2) sections. The administration of the comprehensive system of personnel development is a function of the administrative section. Procedures for the development review and evaluation of the system are developed and supervised by the administrative section. (See Organizational Chart on Page B-63).

Requirement: (b) A description of the monitoring activities that will be undertaken to assure the implementation of the comprehensive system of personnel development. (20 U.S.C. 1413 (a)(3).)

The State Department of Education, Office of Programs for the Handicapped, reviews for approval the local educational agencies P. L. 94-142 Entitlement Applications which include a careful review of all personnel development. Additionally, the Office of Programs for the Handicapped conducts audits of local educational agencies which review personnel development programs.

The Advisory Committee on Personnel Preparation recommends evaluation by means of surveys to determine progress in personnel development and training on a statewide basis.

TABLE OF ORGANIZATION



B-63

LEGEND

--------- Line of Cooperation

_____ Line of Authority

83

Requirement: Each annual program plan must include a description of technical assistance that the State educational agency gives to local educational agencies in their implementation of the State's comprehensive system of personnel development. (20 U.S.C. 1413 (a)(3).)

The General Assembly of South Carolina passed the South Carolina Education Finance Act of 1977. One of the many requirements of this Act relates to staff development.

"(d) maintain an ongoing systematic evaluation of the educational program needs in the district and shall develop a comprehensive annual and long-range plan for meeting these program needs. These plans shall include an assessment of needs. At minimum, the process of assessing needs and establishing goals and objectives shall be carried out for each of the program classifications specified in Subsection (1)(c) Section 4 of this Act. Each school district board of trustees shall develop and execute a method of evaluating the extent to which the goals and objectives specified in its comprehensive plan are being achieved and shall annually report the results of its evaluation to the people of the school district and to the State Board of Education.

(e) provide a program for staff development for all educational personnel on an annual and long-range basis. A portion of the funds in the foundation program shall be used for this staff development that may include, but not be limited to: (1) college courses in education, subject area of certification or management; (2) teaching center offerings; (3) State Department of Education of fostering professional growth or improving the competency of all educational personnel."

Based upon the implementation of the foregoing State requirements,

the State Education Agency shall provide technical assistance to LEA's consistent with the needs gleaned from the required assessments.

In addition to the delivery system above, the SEA shall provide T/A to LEA's through the following mechanisms:

(1) Workshops/institutes shall be accorded to all LEA's on a state-wide basis in the areas of visually handicapped, hearing handicapped and orthopedically handicapped.

(2) Workshops shall be performed on a regional basis but state-wide access in the high prevalence areas of handicapping conditions for those districts having a small number of pupils.

(3) The SEA shall perform one (1) administrative conference on a state-wide basis for LEA personnel and for educational leadership personnel in SOP's.

(4) The SEA shall provide T/A in the development of a consortia program for service delivery in the low prevalence areas.

(5) The SEA shall provide T/A through dissemination and workshops regarding implementation of multiple service delivery of appropriate physical education for handicapped children.

(6) The SEA shall involve LEA's in the development and further elaboration of the manpower needs of the State with regard to handicapped children.

(7) The SEA shall provide T/A specifically to LEA's in an effort to resolve deficiencies determined as a product of monitoring for compliance with the requirements of Public Law 94-142.

(8) Workshops shall be conducted for LEA personnel to refine processes and procedures in the development of quality Individual Educational Plans.

(9) Memoranda of Agreement between state agencies for delivery of services to severely handicapped children shall be disseminated as information and as a conceptual design for emulation at the LEA level.

(10) The SEA shall facilitate five (5) workshops relative to implementation of meaningful programs for physical education (including adaptive physical education) for handicapped children.

(11) The SEA shall conduct one (1) in-service training program (state-wide) referenced to instructional models for autistic children.

(12) The SEA shall conduct one (1) in-service training activity referenced to quality evaluations for severely handicapped children.

(13) The SEA shall conduct two (2) institutes pertaining to training of paraprofessionals who work with severely handicapped children (teacher aides).

(14) Recent research efforts by the Office of Programs for the Handicapped of the SEA reveal that specific orientation to the needs of handicapped children must be directed to building principals and school guidance counselors. Thus, the SEA shall incorporate these persons into the audience of the workshops and dissemination activities stated herein.

(15) A concerted effort shall be made by the SEA to provide "regular educators" with information pertaining to needs of handicapped children and, subsequently, teaching strategies that have been proven efficacious. A delivery system for these aspects of T/A shall be principally through institutes and dissemination of publications.

Manpower Needs and Personnel Preparation Plan for the Delivery of Special Education and Related Services to Handicapped School Children in South Carolina

Proposed Contents

Status of Personnel Preparation in South Carolina

I. Pre-Service Training Components

A. List categories of handicapped children as defined in state and federal law, Public Law 94-142.

B. Determine availability of courses necessary for acquiring certification (Fiscal Year 79 and Fiscal Year 80 projected).

C. Specify availability of training for service providers in "related services", i.e., audiology, counseling, early identification, medical services, occupational therapy, parent counseling and training, physical therapy, psychological services, recreation, school health services, social work services in schools, and transportation. §121a.13

D. Establish priorities for future pre-service training.

II. In-Service Training Components

A. Determine what the needs are for in-service for special education and related services on a statewide basis.

B. Assess current status of in-service training on a statewide basis for Fiscal Year 79, Fiscal Year 80 with respect to:

1. What special education topics will be examined?

2. How many workshops are proposed?

3. Who shall be the target audience?

4. How many participants per workshop are anticipated?

5. Who may attend in-service workshops?

6. Who are the contact persons, i.e., workshop coordinators?

7. Dates of proposed workshops?

8. Cost per workshop, fees per participant?

9. Does in-service workshop meet established priority need?

10. Who are in-service consultants, trainers?

11. Does in-service workshop offer certification credit?

C. What are unmet in-service needs?

D. Establish priorities for in-service training Fiscal Year 79, Fiscal Year 80.

III. Manpower Data and Information

A. Determine how many teachers, by category, to be employed in Local Education Agencies during Fiscal Year 80, Fiscal Year 81, Fiscal Year 82.

B. Determine how many teachers, by category, to be employed in State Operated Programs during Fiscal Year 80, Fiscal Year 81, Fiscal Year 82.

C. Determine how many related service providers are to be employed by Local Education Agencies and State Operated Programs in Fiscal Year 80, 81, 82.

D. Develop an applicant referral system. (An Appendix to Component III).

E. Maintain, as information, superintendent's analysis of special education personnel needs. (An Appendix to Component III).

F. Establish priorities for manpower data and information.

PART B - DATA TABLE #1A

PROJECTED NUMBER OF PERSONNEL (IN FULL TIME EQUIVALENTS) NEEDED TO MEET THE FULL EDUCATIONAL OPPORTUNITIES GOAL FOR HANDICAPPED CHILDREN IN THE 1979-1980 SCHOOL YEAR

PERSONNEL	1 Teachers of Special Classes	2 Resource Room Teachers	3 Itinerant/ Consulting Teachers	4 Psychologist	5 School Social Workers	6 Occupational Therapists	7 Home-Hospital Teachers	8 Speech Pathologists	9 Audiologists	10 Teacher Aides	11 Vocational Education Teachers	12 Work-Study Coordinators	13 Physical Education Teachers	14 Recreation Therapists	15 Diagnostic Staff	16 Supervisors	17 Other Non-Instructional Staff	18 TOTAL
TOTAL (a)	1607.6	1437.3	731.1	203	93.5	8.6	133.2	33.6	13.1	1115.1	261	5.4	185.3	20.2	53.4	177.2	313.7	6392.3
MENTALLY RETARDED (b)	1118	800.8	45.1															
HARD OF HEARING (c)	58.9	15.1	43.4															
DEAF (d)	46.1	1	1.4															
SPEECH IMPAIRED (e)	-	-	481.3															
VISUALLY HANDICAPPED (f)	22.5	14.2	57.5															
SERIOUSLY EMOTIONALLY DISTURBED (g)	188	61.8	15.3															
ORTHOPEDICALLY IMPAIRED (h)	46.6	1.3	22.2															
HEALTH IMPAIRED (i)	4.3	.1	1															
SPECIFIC LEARNING DISABILITIES (j)	85.1	542.9	63.7															
DEAF-BLIND (k)	1	-	-															
MULTI-HANDICAPPED (l)	37.1	.1	.2															

PART B - DATA TABLE #1B

PROJECTED NUMBER OF PERSONNEL (IN FULL TIME EQUIVALENTS) NEEDED TO MEET THE FULL EDUCATIONAL OPPORTUNITIES GOAL FOR HANDICAPPED CHILDREN IN THE 1980-1981 SCHOOL YEAR

PERSONNEL	1 Teachers of Special Classes	2 Resource Room Teachers	3 Itinerant/ Consulting Teachers	4 Psychologist	5 School Social workers	6 Occupational Therapists	7 Home-Hospital Teachers	8 Speech Pathologists	9 Audiologists	10 Teacher Aides	11 Vocational Education Teachers	12 Work-Study Coordinators	13 Physical Education Teachers	14 Recreation Therapists	15 Diagnostic Staff	16 Supervisors	17 Other Non-Instructional Staff	18 TOTAL
TOTAL (a)	1758.7	1584.9	809	216.5	100.3	9.7	139.8	38.3	16.6	1161.9	306.7	5.7	196.7	25.6	58.7	183.8	333	6945.9
MENTALLY RETARDED (b)	1226.7	884.2	49.3															
HARD OF HEARING (c)	51.5	16.6	47.6															
DEAF (d)	43.5	1	1.4															
SPEECH IMPAIRED (e)	-	-	534.1															
VISUALLY HANDICAPPED (f)	22.1	15.6	63.2															
SERIOUSLY EMOTIONALLY DISTURBED (g)	208.1	67.4	16.8															
ORTHOPEDICALLY IMPAIRED (h)	52.9	1.1	25.3															
HEALTH IMPAIRED (i)	5.5	.1	1															
SPECIFIC LEARNING DISABILITIES (j)	93.4	598.7	70.1															
DEAF-BLIND (k)	2	.1	-															
MULTIHANDICAPPED (l)	40	.1	.2															

TABLE 2

Projected Number of Persons to Receive Inservice Training
During the 1979-1980 School Year

Type of Training*	Training Audience: regular classroom teachers	special education teachers	teacher aides	parents	support personnel (psychology, social workers, health personnel, physical education, etc.)	administrators	operations personnel (secretarial, clerical, maintenance, transportation food service)	Hearing Officers Surrogate Volunteers (specify)
1. Awareness	13,619	4,159	1,251	6,100	1,108	1,418	472	220
2. Knowledge	20,911	6,724	1,598	11,473	3,042	2,428	110	184
3. Skill practice	1,400	1,200	195	40	92	90	-	60
4. Skill application	300	500	31	-	88	46	-	10

*See attached definitions

Description of Use of Part B Funds (§121a.149)

STATE ALLOCATION:

1. List of each position paid in whole or part with Part B funds and a description of each of these positions; (2) for each State position, the percentage of salary paid with Part B funds:

Name	Title of Position	Percent of Salary Under EHA-B
Terrie Estes	Secretary	100
Carol Oliver	Secretary	50
Mary Graham	Secretary	100
Fayette Watkins	Clerk-Steno	100
Frances Guy	Library Technical Assistant	100
Betty Brown	Education Program Consultant	100
Robert Armstrong	Education Program Consultant	54
Sharon Vanzant	Education Program Specialist	60
Frances Boswell	Education Program Specialist	100
Lee Parrish	Program Information Coordinator	100
Linda Myler	Education Program Consultant	100
Beth Marcum	Education Program Consultant	50

Description of Professional Positions Listed Above:

Name	Description
Betty Brown	Development of programs for severely handicapped
Robert Armstrong	Maintains State child count and direct service delivery in those instances where pupils must be placed in other than a public school.
Sharon Vanzant	Administers publication of quarterly newsletter.
Frances Boswell	Administers EHA-B flow-through funds, Preschool Incentive grants, and Contracts for Direct Service Delivery with state operated programs.
Lee Parrish	Administers State child find activities and the Evaluation, Diagnosis, and Prescriptive Program.
Linda Myler	Administers the Comprehensive Personnel Preparation Plan.
Beth Marcum	Development of memoranda of agreement with agencies serving handicapped children and responsible for reviewing Educational Standards.

All positions of Education Program Consultants and Education Program

Specialists listed above have responsibilities for monitoring and

investigating complaints to determine compliance with Public Law 94-142.

3. A description of each administrative activity the State Educational Agency will carry out during the next school year with Part B funds:

   a) Planning - Planning activities include mechanisms to insure:

      (1) A free appropriate public education is accorded to all handicapped children

      (2) Budgeting

      (3) Evaluation

      (4) State Plan promulgation

      (5) Personnel Preparation

   b) Monitoring - Monitoring of Local Education Agencies and State Operated Programs to insure compliance with the provisions of Public Law 94-142.

   c) Evaluation - Evaluation activities include:

      (1) IEPs

      (2) Training efforts

      (3) Inservice

      (4) Procedural safeguards including due process hearings and systems analyses

   d) Personnel preparation - Personnel preparation activities include:

      (1) The promulgation and development of manpower and Personnel Preparation

      (2) Constituent involvement

   e) Inservice - Priorities for inservice training delivered by the SEA include:

      (1) Personnel focusing on regular educators, administrators of programs for handicapped children and State operated program personnel

(2) Categories of disabilities focusing on severely handicapped children

(3) Child find activities

(4) Additional elaboration may be found in the section of this plan relating to Policies on Priorities. (§121a.127)

4. A description of each direct service and each support service which the State Educational Agency will provide during the 1979-1980 school year with Part B funds:

In accordance with the requirements of Public Law 94-142 and subsequent federal regulations, all direct services are monitored by the SEA to ensure compliance. More specifically, the SEA provides direct services in three instances:

1. Pupil evaluation for child manifesting rare, unique and complex handicapping conditions. Monitoring mechanism:
   a. The SEA ensures compliance by the party of the second part with the requirements of protection in evaluation procedures as set forth in §121a.530-534 Federal Regulations.
   b. Site monitoring is performed by the professional staff of the Department of Education.
   c. Percentage of Part B funds: 4.2%
2. Financial assistance to LEAs in those instances where children must be placed for service delivery in other than a public school. Monitoring mechanism:
   a. Out-of-State Placement - Monitoring is achieved through the SEA of the state where service delivery occurs.
   b. In-State Placement - Monitoring is performed directly by the SEA in the identical manner as public schools are monitored.
   c. In-State/Out-of-State - Applications for placement

in other than a public school either in/out of state must be completed and approved by the Director of the Office of Programs for the Handicapped. The application ensures compliance with the provisions of Public Law 94-142.

d. Percentage of Part B funds: 9.3%.

3. Direct services are contracted with other SOP's for the purpose of insuring full program delivery to these children. Monitoring mechanism:

a. Audits are performed by the SEA on all SOP's utilizing the monitoring instruments set forth in this Plan.

b. Percentage of Part B funds: 9%.

Support services shall include those planning, implementation, and maintenance activities prerequisite to the insurance of Free Appropriate Public Education. Accordingly, the SEA shall reassess criteria and systems for pupil entry into/out of programs for handicapped children, develop planning models for service delivery and conceptualize mechanisms to determine the relationship of IEP content and actual service delivery.

5. The activities the State Advisory Panel will undertake during the 1979-1980 school year with Part B funds:

During Fiscal Year 1980, the State Advisory Panel on the Education of the Handicapped shall engage in those activities necessary to fulfill the requirements of §121a.652 of the regulations promulgated under Public Law 94-142. Specifically, these activities shall include, but not be limited to:

(1) The Panel shall comment publicly on the proposed Amended

Program Plan, including procedures for distribution of funds under the Act, and any rules and regulations proposed for its further implementation.

(2) The Panel shall submit an annual report to the SEA. This report shall contain activities of the Panel during the previous fiscal year as well as make recommendations for program improvement.

(3) A sub-committee of the Panel shall serve as State Hearing Officers.

(4) A sub-committee of the Panel shall serve to recommend appropriate actions to the State Superintendent of Education in disputes of placement of handicapped children in private schools when due process hearings are not involved, i.e., placement is initiated in such circumstances by the LEA.

(5) A sub-committee of the Panel shall serve, in part, as a Hearing Committee before final rejection is made of an application by a public agency for an entitlement under the Act.

(6) The State Advisory Panel shall advise the State Educational Agency of unmet needs within the State in the education of handicapped children.

(7) The State Advisory Panel shall assist the State in developing and reporting such information and evaluations as may assist the Commissioner in the performance of his responsibilities under Section 618.

The following procedures will be utilized by the Panel:

(1) The Advisory Panel shall meet as often as necessary to conduct its business; however, the Panel shall meet at least four (4) times annually.

(2) By July 1 of each year, the Advisory Panel shall submit an annual report of Panel activities and suggestions to the State Educational Agency. This report must be made available to the public in a manner consistent with other public reporting requirements under this part.

(3) Official minutes will be kept on all Panel meetings and shall be made available to the public on request.

(4) All Advisory Panel meetings and agenda items will be open to the public.

(5) Interpreters and other necessary services will be provided at Panel meetings for members. The State may pay for these services from funds under §121a.620.

(6) The Advisory Panel shall serve without compensation, but the State shall reimburse the Panel for reasonable and necessary expenses for attending meetings and performing duties. The State may use funds under §121a.620 for this purpose. Currently, the Panel consists of seventeen (17) members:

1. Parents (4)

2. Handicapped Persons (2)

3. State and Local Education Officials (5)

4. Teacher (1)

5. Special Education Administrator (1)

6. Others (4)

During FY '80, the Advisory Panel will review and advise relative to the following additional topics:

(a) Child Find Activities

(b) Vocational education for handicapped children

(c) Mechanisms to insure fulfillment of IEP contents

(d) Memoranda of agreement among agencies serving handicapped children

(e) Financial incentive to insure full service delivery to severely handicapped children

LOCAL EDUCATIONAL AGENCY ALLOCATION

1. Estimate the number and percent of local educational agencies in the State which will receive an allocation under Part B (other than local educational agencies which submit a consolidated application.)

   There will be approximately 90 districts out of 92 or 98% of the total submitting a single district application to receive funds under Part B.

2. Estimate the number of local education agencies which will receive an allocation under a consolidated application.

   There will be approximately two (2) or two percent (2%) of the districts that will submit consolidated applications.

3. Estimate the number of consolidated applications and the average number of local educational agencies per application.

   There will be approximately one (1) consolidated application with two (2) LEAs involved.

4. Description of direct services the SEA will provide under Part B.

   In accordance with the requirements of Public Law 94-142 and subsequent federal regulations, all direct services are monitored by the SEA to ensure compliance. More specifically, the SEA provides direct services in three instances:

   1. Pupil evaluation for child manifesting rare, unique and complex handicapping conditions. Monitoring mechanism:

      a. The SEA ensures compliance by the party of the second part with the requirements of protection in evaluation procedures as set forth in §121a.530-534 Federal Regulations.

      b. Site monitoring is performed by the professional staff of the Department of Education.

c. Percentage of Part B funds: 4.2%.

2. Financial assistance to LEA's in those instances where children must be placed for service delivery in other than a public school. Monitoring mechanism:

   a. Out-of-State Placement - Monitoring is achieved through the SEA of the state where service delivery occurs.

   b. In-State Placement - Monitoring is performed directly by the SEA in the identical manner as public schools are monitored.

   c. In-State/Out-of-State - Applications for placement in other than a public school either in/out of state must be completed and approved by the Director of the Office of Programs for the Handicapped. The application ensures compliance with the provisions of Public Law 94-142.

   d. Percentage of Part B funds: 9.3%.

3. Direct services are contracted with other SOP's for the purpose of ensuring full program delivery to these children. Monitoring mechanism:

   a. Audits are performed by the SEA on all SOP's utilizing the monitoring instruments set forth in this Plan.

   b. Percentage of Part B funds: 9%.

Should the SEA determine that an LEA is unable or unwilling to establish and maintain a program of free and appropriate education which meets the requirements of §612(a) of Public Law 94-142, the SEA shall seek to recover appropriate portions

of any entitlements that may have been granted. Should the SEA find it necessary to use payments for children in those instances so described, the LEA, under South Carolina Statutes, is not absolved of responsibility for providing free and appropriate programs of special education and related services for such children.